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ABSTRACT

This outreach program designed for implementation in 1971-1972 included descriptions of: (1) initial contacts with eligible secondary schools; (2) survey of attitudes; (3) large-group career activities; (4) school personnel training; (5) group and individual counseling; (6) career conferences; and (7) parent and community group activities. The target group for this program was secondary high school students in four Nassau County (N.Y.) school districts having disadvantaged population of at least 10 percent. Conclusions and recommendations for program planning for future years and other schools and districts are presented. An appendix also presents program materials, letters, exercises and data. (GMF)

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Report on Outreach Programs

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BOARD OF COOPERATIVE EDUCATIONAL SERVICES
DIVISION OF OCCUPATIONAL EDUCATION

REPORT ON OUTREACH PROGRAM

SCHOOL YEAR 1971-1972

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INTRODUCTION

The BOCES Outreach Career Guidance Program operated during the school year 1971-72 in four Nassau County School districts which have a population of at least 10% "disadvantaged."

The four school districts were: Roosevelt, Uniondale, Manhasset and Glen Cove. Three BOCES Guidance Counselors, Mr. Morris Bangel, Mrs. Elizabeth Ferebee, Mrs. Hervie Madison, under the supervision of Mr. Frank J. Wolff, Assistant Superintendent of Occupational Education, Mr. Francis J. Russo, Supervisor of Occupational Education, and Dr. Marjori Brusasco, Consultant - Guidance, implemented the program.

The team worked with students, school counselors, teaching staff, parent groups and community leaders.

This report describes what the team did, their findings, and some recommendations for implementing career education as a cooperative effort between the Nassau BOCES and the home schools.

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OUTREACH CAREER PROGRAM

SECTION I - REPORT ON INITIAL STAGES OF THE OUTREACH CAREER GUIDANCE PROGRAM

In the initial phase of the Outreach Career Guidance Program, letters were sent to Superintendents of nine districts of Nassau County considered to have high percentages of population which might be educationally or economically disadvantaged.

These districts were:

Hempstead
Roosevelt
Malverne
Westbury
Glen Cove
Long Beach
Manhasset
Uniondale
Freeport

District Response

As a result of a letter and follow-up calls, eight of the nine districts contacted expressed interest in meeting with the Outreach Team. The only exception was Freeport. The Guidance Chairman Arthur Hecht, speaking on behalf of its Freeport District Superintendent, Dr. Gordon, informed the project coordinator that his own staff is well experienced in the area of career development, and that he did not think the program was needed in Freeport. Visits were made to the eight other districts. In each, the team had an interview with the Superintendent or his representative, as well as other members of the staff such as: Chairman of the Guidance Department, Assistant Principal, Assistant Superintendent, Administrative Assistant, and Pupil Personnel Services Director.

In each district multiple visits were made, i.e. first to the Superintendent or his representative and one or more members of his staff, and secondly to a Principal, and/or a Vocational counselor and a Director of Guidance. In all, 15 visits were made and 42 people were interviewed or were present at a presentation of the project.

Visits

The structure decided on for the interview and presentation of the program included:

(a) Determination of the current career development program in the school.
(b) Evaluation of the degree of interest in the Outreach Career Guidance Program, and predicted obstacles to implementation and success.
(c) Obtaining sufficient information on the general school organization in guidance and counseling, to ascertain the feasibility of cooperation with the program.
(d) Clarification by the team of the program objectives.

Certain questions arose frequently in all discussions.

1. "What is your definition of disadvantaged?"

   The interviews with the 42 people in eight school districts indicate that there is substantial confusion and difference of opinion in use of this term. Thus, there is an implication that statistical and other reports which attempt to measure services to this group may be confounded, unless the term is very precisely defined initially.

   Some schools wish to define it as the economically deprived. Others thought of it as the educationally handicapped. The final definition used by the Outreach Career Guidance Team is: STUDENTS WHOSE ECONOMIC, SOCIAL, AND GENERAL EDUCATIONAL STATUS INTERFERE WITH THEIR ABILITY TO MAKE AND IMPLEMENT PLANS RELATED TO FUTURE CHOICE OF A CAREER.

   Other questions that arose related to: methods of program implementation within a school, coordination with on-going programs, and work space needed for the team. Examples of issues raised in various districts were:

   How would Outreach relate to such programs as: Alliance for Minorities, New York State Employment Counselors who screen High School Seniors, and Community Relations Committees?

   What is BOCES?

   What do the letters stand for?

   What is the basis for selection of youngsters for counseling?

   In what ways will Outreach be involved with the faculty?

   Will the project emphasize service or research?

   What school levels could be involved, i.e., a middle level, Jr. High School, as well as Sr. High School?

   What methods will be used in evaluating the program?

Selection of District

The criteria used in selection were:

1. The district's special needs related to Career Development.

2. The enthusiasm for the program indicated by the persons interviewed.

3. Sufficient flexibility of the schools' programming of students to permit maximum utilization of Outreach services.

4. Unique district composition which provided Outreach with 4 different types of school districts for program implementation by school districts.

Analysis

The five districts not selected were: Freeport, Hempstead, Long Beach, Malverne and Westbury.

1. Freeport - No visit was made because the Superintendent's representative stated that the program was not needed there.

2. Hempstead - Two visits were made. The first visit was with the Pupil Personnel Services Director, Administrators from the high school, and a counselor. The second was with the Guidance Coordinator at the high school. The Guidance Coordinator expressed the opinion that outside groups cannot achieve the school's objectives.

3. Long Beach - Many objections to the program were raised by the Administrators present, such as:

   (a) Overburdening counselors by asking them to identify students for the project.
   (b) Inability to settle upon criteria for student selection.
   (c) Concern related to continuing the program beyond Outreach's assignment to the school.
   (d) Existing school programs related to Career Exploration and Development.
   (e) Inability to carry out possible project recommendations.

4. Malverne - Two visits were made. The team met initially with the Superintendent, who enthusiastically welcomed the program. The second meeting was with the High School Principal, the Pupil Personnel Services Director, and a counselor.

   All students carry a program of seven subjects and lunch. Students must be seen by counselors between 8:15 A.M. and 9:00 A.M. This necessitates their coming to school before the first scheduled period in order to meet with a counselor. They mentioned that Alliance for Minorities, a State-funded group, is focusing on the potential drop-out. They expressed the desire to have Outreach concentrate on the same students. The team felt that inflexibility in scheduling would prevent effective implementation of Outreach.

5. Westbury - The team met with the High School Vocational Counselor, and two part-time counselors who work with him. All were willing to have Outreach in the school. The team felt that compared to other districts considered, Westbury has a strong program in career development.

The four districts selected were Uniondale, Manhasset, Glen Cove and Roosevelt. The unique characteristics which determined their choice were:

1. Glen Cove - There were three visits by the team. A total of 14 Staff members were involved. They expressed a need for the program and suggested ways in which they could support and participate in its implementation. The means of coordination with other pupil service programs was established. Glen Cove has a multi-ethnic population. Many in each group meet the project definition of disadvantaged.

2. Manhasset - There were two meetings with 8 members of the staff. All were enthusiastic about having Outreach in Manhasset. They stated that approximately 90% of their students are white from economically advantaged families, almost all of whom go on to higher education. Many of these students are not involved in making plans. Rather, they are programmed for college by their parents' aspirations. The remaining 10% are black, many of whom are economically and educationally disadvantaged. Manhasset felt that activities were needed which would help to bridge the gap between these two groups. It was also felt that career development was a shared need.

3. Roosevelt - Two visits were made involving 6 members of the administrative and guidance staff. All agreed that although many different programs are in the district, much more is needed. Roosevelt is a predominantly black district, with many economically and educationally disadvantaged students, which has been hard hit by the recent cut backs in personnel and financial support.

4. Uniondale - There were two meetings with 7 members of the administrative and guidance staff. The Guidance Chairman immediately suggested outlining a year's program for the school, with Outreach as the central force. All staff members expressed a need for the program. With approximately 1950 students from fairly similar backgrounds, it was felt that Uniondale's comparatively small number of unusual problems, differentiated it from the other three districts chosen.

OUTREACH CAREER AWARENESS PROGRAM

SECTION II - SURVEY OF ATTITUDES OF PEOPLE CONTACTED

The Outreach Program began work in the four schools in November, 1971. Through introductory meetings and individual interviews with 121 staff members (administrators, counselors, teachers, psychologists and social workers) and 16 parent and community groups, attitudes toward BOCES, Outreach, Occupational Education, and the disadvantaged were assessed. These are tabulated in tables I and II which follow on the next page.

1. While the majority of the people contacted had some knowledge of BOCES, they were unaware of the scope of the Occupational Education Program. Their attitudes ranged from enthusiasm for the programs they knew about to ignorance of many of the programs. Almost half were either ignorant or indifferent. Only two expressed a hostile attitude based on a negative experience.

   After Outreach had been in the schools for five months, the majority of the staff accepted and were enthusiastic about the program.

   Most school personnel contacted recognized a need for the skill training provided by BOCES Occupational Education programs for some students. Most lacked a knowledge of the high level of training and the realities of the current labor market. Their attitude toward Occupational Education in general was enthusiastic, provided it was restricted to certain students.

2. The majority of the people contacted were enthusiastic about career development and the Outreach program. Some were accepting. Few expressed hostility towards the program.

3. The feelings of the people contacted regarding the need for occupational education could be divided into two major generalizations:

   (a) Most of the school personnel were enthusiastic about students who have high academic achievement. The college bound student does not need occupational education, although he might benefit from it.
   (b) Occupational Education is very much needed for students who achieve poorly and who are socially maladjusted.

4. Most of the people differed in their definition of the disadvantaged. They were generally accepting of this group, once identified. A large number expressed enthusiasm for any program which might benefit them.

TABLE I

ATTITUDES OF SCHOOL PERSONNEL

	Hostility	Ignorance	Indifference	Acceptance	Enthusiasm	Total
BOCES	2	46	10	22	41	121
OUTREACH	3	5	14	32	67	121
OCCUPATIONAL EDUCATION	1	0	16	23	81	121
DISADVANTAGED	7	0	15	55	44	121
ACADEMICS	0	0	0	44	77	121

TABLE II

ATTITUDES OF 16 PARENT AND COMMUNITY GROUPS IN FOUR SCHOOL DISTRICTS*

	Hostility	Ignorance	Indifference	Acceptance	Enthusiasm	Total
BOCES	0	8	3	1	4	16
OUTREACH	0	0	4	8	4	16
OCCUPATIONAL EDUCATION	0	0	7	5	4	16
DISADVANTAGED	1	0	1	3	11	16
ACADEMICS	0	0	0	6	10	16

*P.T.A. Presidents
Youth Opportunities
Operation Get Ahead
N.Y.S. Employment Service
U.S. Department of Labor
Local Youth Centers
Local Civic Group Leaders

Sixteen representatives of parent and community groups expressed a wide range of attitudes in each area. They were also enthusiastic about programs for the disadvantaged. Many expressed immediate acceptance and enthusiasm for the Outreach program. Most were generally indifferent toward occupational education and ignorant of the scope of BOCES programs. They too, were most enthusiastic about college and high school academic programs.

As a result of activities involving school staffs and parents in the Outreach program, there was much positive change in attitudes toward Career Education and BOCES Occupational Education Courses. There were also beginnings of communication with and acceptance by some community groups.

OUTREACH CAREER AWARENESS PROGRAM

SECTION III - ACTIVITIES CARRIED ON IN THE FOUR SCHOOLS

Some of the activities were carried out in all four schools; others were carried out in one, two or three schools. A summary of program activities in each school is contained in Appendix M.

From the beginning we planned to use at least ten different guidance approaches and techniques. The sequence was not determined in advance. Each of the four schools was assigned an Outreach counselor for two days per week. In addition, the team coordinator worked one day per week in each of the schools. We determined the sequence of activities in accordance with school staff needs. Wherever possible, we tied in with on-going school programs and activities. Timing and emphasis were affected by the individual Outreach counselor, who worked in terms of his own special strengths, abilities, and knowledge.

For the purposes of this report activities have been organized under the five broad categories of Large Group Activities, Career Conferences, Group Counseling and Group Guidance, Parent and Community Groups, and Individual Counseling. Where one activity evolved from a previous one, we disregarded organizational headings, in favor of maintaining continuity.

Large Group Activities

Bulletin Boards were set up inside and near the Guidance office and in the library, and posters were placed around the building featuring the CAREER OF THE MONTH. The selection was made in consultation with the school counselors.

The Outreach program was announced through the Public Address System, several times during the first few weeks of the program, Thereafter, any specially scheduled Outreach activities were announced. (Appendixes A1 - 5).

It was decided that visits to either Social Studies or English classes would bring Outreach into direct contact with the largest number of students. These were scheduled. School counselors accompanied members of the Outreach team, and introduced them to the designated classes on 8, 9, 10, and 11 grade levels. A total of 1778 students were given one or more periods in which to hear about the program, to ask questions, and to sign up for individual or small group contacts with the Outreach counselors.

Assemblies were scheduled, at which the film, "Where the Action Is", was shown to ninth and tenth graders. A total of 1322 students viewed the film. Most participated in follow-up activities such as trips to BOCES facilities, field trips, group guidance, career conferences, and individual counseling.

Outreach planned and/or participated in evening school based programs. For example, Outreach was asked to participate in evening guidance programs, scheduled by the school Guidance Departments. In two instances this was announced over the local radio stations as well as over the school P.A. System.

Approximately 646 students went on trips to BOCES and community centers to observe a variety of occupational areas. The students of 27 classes in grades 8, 9 and 10 participated in four to six sessions of occupational units related to career orientation and exploration, as well as to careers related to school subject areas. A total of 704 students were involved. In one school all of the 8th grade English classes did a two week research project on careers. The culmination was a series of trips to BOCES centers, followed by individual research reports.

Outreach counselors were asked to participate in school counselor initiated programs for the 11th grade students and parents.

The counselors had traditionally presented a pre-college preparation program for their eleventh grade students. The program covered all aspects of application and admission to colleges. This year's conference was expanded under the heading Pre-college and Career Preparation. The panel included an Outreach Counselor who spoke on the significance of Career Planning. (Appendix B). The counselor named the five educational routes to careers:

1. High School
2. On-the-job Training
3. Apprenticeship Programs
4. Vocational Education Programs beyond High School
5. College

Emphasis was placed on the first four. The importance of the student's learning how to identify his goals, consider his alternatives, and make choices, was stressed. The fact that career choice frequently determines an individual's total life style was highlighted.

A follow-up afternoon workshop was planned by the school counselors for the parents of these students. It was entitled "Careers." The invitation stated: "You are invited to attend a workshop on ways in which you may assist your son or daughter in making decisions regarding his life's work."

On the day of the conference, the librarians had set up a table of publications on Careers, which parents were invited to peruse. This was the first time that the librarians had been asked to take part in a program planned by the Guidance Department.

Another table held career pamphlets and bulletins which parents could take. Most of these were supplied by the counselors.

Each parent, upon entering the room, was given copies of the program and of "Materials Utilized in Developing Career Awareness Programs" in the high school, prepared by Outreach. (Appendix C).

As they circulated, examining the materials on display, one parent said to another, "I've never been to anything like this before."

The Outreach counselor discussed the importance of career planning for all students. The parents were given a description of Outreach's objectives and activities with students, as related to the Outreach booklet distributed. They were asked to relate the discussion and the materials to the Guidance Associates Filmstrip, "Planning Your Career."

After a period of parent reactions to the film, the school counselors covered varied avenues open to the high school graduate. This included location of training institutions, methods of selection and application, and financial aid.

During the coffee hour following the program, parents and counselors continued discussions in small groups.

Both conferences represented a broadening of the counselor's work with students and parents, beyond course selection and college application. Both gave extensive coverage to options for the non-college bound. Parents learned ways to become more meaningfully involved in helping their children to make decisions related to career choice.

In one school, the eighth grade English teachers asked the Outreach counselor to act as consultant for a grade-wide research project on careers and occupational opportunities. (Appendix D is a letter written by this class.)

Through the project students would do outlining, set up bibliographies, take notes for research, do written reports on the research, broaden their knowledge of occupations, and see an occupational training school in action.

In addition to completion of a written report, each student was required to either make a collage, interview a worker, do a photo essay or make a poster related to the career area of his choice. Final reports and additional projects were displayed in classrooms and in the halls. Students were rated on a four point scale in the skill areas.

Senior high school art students acted as consultants for the eighth grade students in developing bulletin boards illustrating the theme, "Exploration of Career Opportunities."

The Outreach counselor coordinated activities involving the eighth grade counselor, the librarian, three English teachers, selected senior high school art students, BOCES Center guidance and placement counselors, and the eighth grade students.

The resource materials were: Government Occupational Briefs; Dictionary of Occupational Titles; Science Research Associates publications; Job Family Booklets and Kit entitled, "Widening Occupational Roles," Guidance Associates Filmstrip, "Occupations of the 70's;" Outreach Forms for Exploration of An Occupation; and career resource materials from more than 100 business and professional organizations.

Plans were formulated cooperatively by teachers and the Outreach counselor. The Outreach counselor ordered and organized career material with the aid of the librarian.

Resource materials were grouped under the following Families of Occupations: Agriculture, Construction, Distributive, Electronic-Electricity, Service, Graphic-Communication, Automotive, Office, Transportation, Education, Repair, Manufacturing, Miscellaneous.

To launch the Unit, the Outreach counselor combined demonstration of techniques and introduction of students to much of the resource materials. The classroom teachers provided continuity and supervision of material distribution and use of the materials.

The BOCES counselors helped in planning and organizing the field trips to the BOCES Centers.

One week prior to the actual implementation of the project, the teachers introduced the Unit and the concept of Job Families. Students then selected three choices for their career report. Each teacher was assigned four Job Families or clusters.

Each student was assigned to the teacher supervising the Job Family he had chosen. Students were organized into three groups consisting of approximately eighty students each.

The BOCES counselors prepared programs for the field trips to the centers. The programs generally consisted of welcoming the students, showing the filmstrip "BOCES Makes It Possible," and a tour of the facilities.

The quality of students' participation indicated broadened occupational awareness, and increased ability to relate school to the world of work. This program was an excellent demonstration of cooperative goal identification and achievement of the goal.

The teaching staff now feels better able to motivate and develop a similar unit with next year's eighth grade classes.

They have already made plans for improving upon their initial program. They noted the need for materials specifically geared to career exploratory activities. They felt that the field trips were especially productive through the provision of concrete examples of occupational education.

Some of the materials used by the Outreach counselor in demonstration were purchased by the librarian.

Activities with School Personnel

Outreach received much cooperation from school administrators, department chairmen, counselors, and teachers. A variety of activities were cooperatively planned and implemented.

Regular meetings with the guidance departments dealt with planning programs related to careers, progress reports on current activities, and sharing information and materials on career development programs. There were numerous case conferences concerning individual referrals.

Outreach arranged for a workshop in diagnostic uses of the Dictionary of Occupational Titles, at the Hicksville U.S. Employment Office. (Appendix E). The Chief Occupational Analyst, Clement Berwitz, from the New York State Employment Service, conducted the all day workshop for 11 counselors. The Outreach counselors have conducted five additional workshops on diagnostic uses of the Dictionary of Occupational Titles for counselors who could not attend the original meeting.

At the workshop, Mr. Berwitz presented a case study to the group. A discussion followed on how the counselor might use the Dictionary of Occupational Titles in helping the client formulate career plans. Mr. Berwitz then explained the "Data-People-Things" concept, and related the case presented to the use of the Dictionary of Occupational Titles as a diagnostic tool. The workshop lasted five hours.

From the comments of the participants, it seemed that the workshop was very successful. The Dictionary of Occupational Titles came "alive" and the participants gained new insight into its uses.

The Outreach counselors employed the techniques demonstrated in the workshop as one of the basic career counseling concepts, throughout program implementation in the four schools serviced. Counselors from the schools serviced asked for and received samples of these materials.

Back-up by special staff members provided on-going support for the Outreach Program. The librarians were particularly vital. In most schools they opened extensive resources to us. In one school the librarians prepared a list of career related materials for distribution to staff and students. Their files, pamphlets, books and pictures were comprehensive and current. They gave us prominent areas of the library to publicize CAREER OF THE MONTH. This included bulletin board space, a large table, racks, and a glass display case outside the library. We used much of their material along with ours. They encouraged students to browse in the Outreach display area, and reported increased use of the library's career information resources. During an informal evaluation of impact of the program on students, they asked for suggestions for increased library support of career exploration for the students.

In one district the guidance staff had previously accepted the School Board's restrictions on the number of students who could be enrolled in BOCES programs. At the end of this year, the counseling staff petitioned the Board to approve a more than 100% increase in the number of students who could enroll in BOCES Occupational Education programs. One of the counselors began a counseling program to provide students the opportunity for career exploration and development of decision-making skills. Another counselor instituted a work experience program involving industries and businesses in the community.

Activities with Staff

In some schools where the guidance department was receptive, Outreach met with the entire guidance department to keep them abreast of the on-going activities taking place in their school.

We demonstrated and described the format being used in the various classrooms. In some cases, the counselors sat in the classrooms as observers during many of the sessions. We demonstrated and explained how the Dictionary of Occupational Titles can be used as a diagnostic tool both with groups and with individual students. We analyzed profiles of individual students to determine how the program helped students develop career awareness.

Most counselors saw value in using Data-People-Things concepts as one technique towards encouraging student career awareness. Some are considering similar on-going programs for next year, with individual modifications.

Group Counseling

Ten small counseling groups involved a total of fifty-six students. The groups were made up of self-referrals, counselor, teacher, and parent referrals. The sessions ranged from three to eight.

During Outreach orientation of 10th grade English classes, some students signed up for individual conferences. Wherever possible, the counselor scheduled groups of six to eight who had common study hall periods. Most responded. Four small groups were formed in this manner. Each group met for six sessions. Students discussed their aspirations, interests, abilities, strengths, and weaknesses. With group help, each one was encouraged to formulate a picture of himself which could be related to the way in which he might begin to formulate career plans.

From the Labor Department Interest Check List, patterns of students' choices were extracted. Jobs related to these choices were discussed. Students learned how to do independent research, utilizing as basic references the Dictionary of Occupational Titles, Occupational Outlook Handbook, Vogue sheets, and other career publications in the school library. They were made aware of professional and union organizational information such as: places for further training, related careers, scholarships, and opportunities in a given field.

Some students reported on interviews with workers, trips to work sites, and current career oriented newspaper and magazine articles. Some took advantage of the opportunity to visit BOCES Occupational Centers where they could enjoy close observation of a work area which interested them.

Each student left the group with a self determined plan to be discussed with the school counselor in course selection and post-high school planning.

Plans included changes in home school programs for next year. Consideration of school based work preparation courses such as distributive education, business education, and art, in-depth study of a specific career area, consideration of BOCES programs, study of short term post-high school training programs, and four year college programs. Some of the fields discussed were Health, Business, Social Services, Law, Home Economics, Art, Teaching, Merchandising, Performing Arts, Services, and Forestry.

Group Guidance

Outreach counselors experimented with the development of content for a four to six sessions unit in occupational awareness to be used by a counselor or teacher in 9th and 10th grade classes. The objective was to help each student understand the concept of worker functions which are categorized as data oriented, people oriented, or things oriented, in varying combinations.

In the first experiment material presented to the Outreach staff and to the counselors from all four schools by Mr. C. Berwitz, New York Stated Employment Service, supplied the basic input.

Three 10th grade low achieving Social Studies classes were given four sessions presented over a four week period. The first session was devoted to motivating the students to become concerned with career choice. Our changing technology was discussed with strong emphasis on the predicted reduction of unskilled jobs, and the need for trained skilled workers. We explored future labor projections with emphasis on where the labor need will be by 1980.

The second session was devoted to an explanation of the Data-People-Things hierarchies. Each was explained in great detail. The students were then asked to analyze themselves, and consider the levels in Data-People-Things at which they thought they might work most comfortably.

The third session concerned itself with an explanation of the worker traits components. An explanation was given of what General Educational Development (GED) means, and what aptitudes and interests are. We discussed in general terms how different occupations require different temperaments, physical demands, and working conditions.

At the fourth session the students were asked to complete the BOCES Outreach Guidance Program Blank (Appendix F-1)and the Labor Department Interest Check List.

During subsequent weeks each student in all three classes was interviewed individually by the Outreach counselor. The Data blank, the Interest Check List, and the student's self identification as to worker functions and traits were discussed. The Dictionary of Occupational Titles was used to explore different occupations which fit the student's expressed interest and self analysis. As the interview progressed, the student related his self assessment to a variety of occupational fields.

Forty-seven students were involved in the class presentations. Thirty-six students were seen individually. (Of the 47 students in the classes, four were non-English speaking, three were frequently absent, three decided not to be interviewed because they had already decided on their career choices, and one dropped out of the class.)

As a result of the program, students chose to do further exploration of the following career fields, many of which they observed through visits to BOCES: Office and Business, Health, Mechanical and Construction, Art and Entertainment, and Personal and Social.

After our initial experience with this unit, substantial modifications were made. The Dictionary of Occupational Titles description of worker functions was too complex for these students. For subsequent unit presentations, we rewrote the material using vocabulary that youngsters could understand. We discontinued use of General Educational Development (GED) and Worker Traits concepts and added occupational exploration, utilizing the Job Family concept. We used film strips and printed material relating individual occupations in each Job Family to Data-People-Things. We also administered either the Holland Self-Directed Search; A Guide to Vocational Planning and/or the U.S. Department of Labor Check Sheet or Things to Do (Appendix F-2) and the BOCES Outreach Guidance Program blank (Appendix F-1).

The revised unit was presented to a 9th grade advanced Social Studies class. We found that with the new unit students could understand Data-People-Things concepts, and develop a better comprehension of the world of work.

Following the class presentations, counseling and individual sessions findings were shared with the home school counselors, who followed up by interviewing each of the students individually.

The counselors felt that they would be able to utilize the information in helping the students plan further career exploration, and in making wise selection of high school courses.

With another group of 10th graders the same basic activities were followed with further modifications. Prior to class presentation, the English Department chairman and the classroom teacher were given the unit outline with samples of materials to be used. At the end of the outline, objectives were listed as follows:

Services to the Student

1. To broaden knowledge of current and future occupational choices.

2. To encourage the beginning of self-analysis in relation to abilities, strengths, and weaknesses as related to the formulation of career goals.

3. To hold individual conference to see profile compiled by the student and to help clarify remaining questions related to choosing a career.

4. To confer with each student's counselor to discuss findings, and to add recommendations to the student's guidance folder.

The teacher agreed to give credit for participation in the Outreach Career Awareness Unit. Participation included one or any combination of the following activities: class discussion, completion of self-assessment materials, keeping scheduled individual conference appointment, and reporting on student research on Families of Occupations.

The counselor prepare twelve folders under the following headings: Business and Clerical, Agriculture, Electricity-Electronic Service, Family and Community Service, Graphic-Communications, Metal Processing, Manufacturing and Distribution, Transportation, Machinery Operating and Repair, and Hospitality.

Volunteers were asked to use them in preparing a three to five minute oral report on a particular Job Family. The discussions following each report included indentifying the primary worker function in several jobs, and listing them on the board under Data-People-Things.

Students were asked to view the Guidance Associates film, "Planning Your Career", for evaluation of content, visual appeal, and adequate career coverage. In addition, jobs described were discussed in relation to Data-People-Things.

Each student was scheduled for an individual conference to discuss how he could utilize information and techniques presented during the unit.

Most students had gained in their awareness of personal and general career options, and were beginning to understand the importance of self-knowledge in career planning. With few exceptions, the students enjoyed having participated in this experimental program, and being asked to make recommendations which might be helpful to other students.

Another group guidance approach is described below:

A survey unit on "Choosing a Career" was done in the form of a workshop with an 8th grade English class. It was designed to provide students with resources in which educational and occupational materials can be found, and to introduce students to areas of related information.

The orientation session included an overview which covered Relating School Subjects to Future Occupations, Trends in the Labor Market, and The Need for Planning Ahead. The purposes of the workshop were:

1. To help students become aware of their interests, aptitudes, abilities and personality in relation to a variety of occupational opportunities.

2. To acquaint them with the major occupational families, kinds of work involved, educational and other training requirements, and related occupational opportunities.

3. To provide students with an opportunity for exploring an occupation or career of their choice.

Activities included filling out and discussing self-rating charts, taking an interest inventory, writing a short biography, taking a field trip to a BOCES Center, researching an occupation or career of the student's choice, setting up a classroom bulletin board, relating the subject matter to occupations, and writing a summary and evaluation of the workshop. (Appendix G).

Materials used were film strips, tapes, self-rating sheets, and interest inventory, booklets, and pamphlets.

Individual Counseling

A total of four hundred forty-one students were counseled individually. The number of contacts for each ranged from one to five during this period. Most students who were referred were among those considered to be academically disadvantaged. The self-referrals tended to be from the students who were making satisfactory academic progress. They were seeking help in choosing a career and broader information on occupations. Our most frequently used student assessment instruments were: Dr. Holland's Self-Directed Search, A Guide to Educational and Vocational Planning, Dr. V. Boehm's Things to Do, U.S. Labor Department's General Aptitude Test Battery and Interest Check List, and the BOCES Outreach Career Guidance blank. (Appendix F1 and F2). Through both scheduled and informal conferences, communication between the Outreach counselor and the school counselor was continuous.

Cases

Some typical cases are described below:

Danielle

Danielle was a self-referral to Outreach career exploration following a class orientation period. She was a 10th year student carrying a combined 10 - 11th grade program. Her marks ranged from good to excellent in all of her subjects. She plans to go to college, and she was interested in the physical and mental health fields. She did not want medicine or nursing. Danielle explained why she would need a lot of financial aid. She came from a family of six supported by her father, a construction worker.

During counseling sessions Danielle formulated her self-concept in relation to job functions, potential educational achievement, actual job duties, and careers in which she thought she would be successful. On the Outreach Data Sheet she indicated an interest in Social Work, Psychology, and Counseling.

We looked at related occupations in the Dictionary of Occupational Titles Vol. II; The Occupational Outlook Handbook; Health Careers in New York State; Lovejoy's Guide to Manpower Information-Financial Assistance, Scholarships for Minority Students.

Danielle decided to research careers in physical therapy, rehabilitation counseling, medical social work, and psychology. she wrote away for Health Education and Welfare Financial Assistance brochures, promising college catalogues, and career materials from professional organizations.

Throughout the counseling Danielle grew in her ability to relate career information to her own personality, interests, and abilities, and to broaden her plans to allow for a number of options. She learned where to get information and how to interpret it in terms of her needs.

Armed with increased self-knowledge and awareness of several options, Danielle was referred back to her school counselor to get help in choosing a college.

Dwayne

Dwayne was a 10th grade student who signed up for Outreach during a class orientation period.

He was enrolled in a college preparatory program. He thought he might be interested in a career in electronics. He was saving money from his part-time job to enroll in a correspondence electronics course. The cost was approximately $700.00.

Dwayne indicated interest in and knowledge about electronic and computer technologies. On the Things to Do Check List he indicated high preference for Data-Things worker functions, which was consistent with stated interests.

The counselor showed Dwayne the BOCES course descriptions of electronics and computer operations. He visited BOCES County Center with a group from his school.

Dwayne was impressed by the equipment students were using in the electronics program. He decided that by enrolling in the BOCES program he could save $700.00, learn a saleable skill, and get a chance to find out whether or not he really wanted a career in electronics.

During counseling, Dwayne became aware of post-high school two year degree programs in electronics. Previously, he had planned to attend a four year college.

Dwayne was referred back to his school counselor to plan next year's program.

Gerri

Gerri was an 11th grade student enrolled in the Computer Operations program in BOCES. Her school counselor referred her to Outreach because Gerri had decided to drop out of the BOCES program.

Gerri said she was dropping out because she would need to go to college in order to plan "a real career" in the computer field. She also stated that although she was doing well in the course, she would be unhappy just working with machines.

Informal assessments of Gerri's interests, abilities, and current achievement level indicated that she is aggressive, friendly, determined, and action oriented. The Outreach counselor discussed with her the BOCES Business Management program.

Gerri went over to BOCES County Center to visit the store set up by students in the program. She talked to the students and their teachers.

Gerri conferred with her parents and returned to the Outreach counselor to say that she had decided to switch. She and her parents felt that several aspects of the program suited her needs:
Summer remedial help at Nassau Community College, paid part-time work during this period, the opportunity to have varied business experience in the BOCES program, and guaranteed admission to Nassau Community College after graduation.

In a case conference, Gerri's school counselor expressed approval of the Outreach counselor's recommendations. Gerri was referred back to her school counselor to get the course change forms.

Doreen

Doreen, 10th grader taking BOCES courses was referred to Outreach by the school counselor. She was either failing or doing poorly in all of her subjects. Her counselor felt that Doreen might do better in a BOCES program, but her guardian would not even discuss the possibility.

During an interview with Doreen, she told the Outreach counselor that her guardian wanted her to become a secretary. She said she hated shorthand and didn't like typing either. She said her guardian insisted that she become a secretary.

We went through the U.S. Labor Department Interest Check List and discussed varied job functions. We selected BOCES course cards which were related to the kind of work activities Doreen preferred. Doreen selected Transportation Customer Services, Dental Assisting, and Banking Services for further exploration. She accompanied a group from the school who toured BOCES County Center that week.

Meanwhile, Doreen readily consented to having the Outreach counselor contact her guardian to schedule a conference.

The following week, at the conference with Doreen, her guardian and the counselor, Doreen voiced a strong desire to enroll in either Transportation Customer Services or Banking. The guardian said she objected to BOCES because only disturbed or retarded children went there.

After a detailed explanation of the BOCES organizational pattern, Doreen's guardian agreed to visit a BOCES Occupational Center. Although she would not set a date at that time, she said she would go with Doreen before school ended. She said she might consider allowing Doreen to enroll in the Transportation Customer Services program, provided that she continued with her high school business courses.

The General Aptitude Test Battery (GATB) was administered to a group, consisting of three 10th graders and one 11th grader. Two were referred by the school counselor and two were peer-referred. The group had focused on career related interests, skills, abilities, family and peer relationships, community involvement and family aspirations. As a result of the group experience, testing and individual counseling preceding and following the testing, each student increased his self-knowledge and his ability to formulate career plans.

Mark

Mark came into the group with two friends with whom he had planned to enroll in RCA Radio and Television courses after graduation. His records showed frequent failure and poor attendance. He considered himself "smart" and stated that he achieved poorly because he fooled around a lot. Initially, Mark did not accept the possibility of school failure interfering with his career plans.

As the group continued to meet, Mark grew in his ability and willingness to discuss his weak as well as his strong points. He began to acknowledge a relationship between school success and the realization of future plans. He volunteered to take the GATB and the Interest Check List, to help him make realistic career plans.

The GATB indicated that Mark was strong in the areas of business relations (verbal ability) and elemental and technical work. The results were generally supportive of his original interest in the electronics field.

The Interest Check List supported his stated interest, and also indicated some preferences for supervisory, forestry, and sports occupations.

The Outreach counselor discussed with Mark, BOCES course offerings related to his interests and abilities. After visiting two centers, Mark decided that the BOCES electronics course would suit his needs, and help him to achieve his career goals. He plans to enroll for his 11th and 12th years.

George

In the group, George expressed the desire to manage a music store. His work experience and leisure time activities, evidenced leadership ability. His school records indicated strength in mathematics.

On the Interest Check List George showed interests in writing, commercial art, and photography.

The GATB indicated high potential in abilities required for numerical, clerical, and merchandizing work.

In counseling, George was enthusiastic about considering Interest Check List and GATB results in formulating career plans. He took a trip to a BOCES Center to see the Business Management program in operation. He saw the combined home school, occupational education, work experience, and college program as an excellent opportunity for increasing his career options. He plans to enroll in the BOCES Business Management program for his senior year.

Career Conferences

There were six career conferences held during the school day. The areas covered were Graphics, Health, Business, Building Construction, and Travel Careers. Two hundred thirty students participated. BOCES teachers were speakers at the Graphics Conference. In one of the schools where the population is predominantly black, the Guidance Chairman preferred that only local residents be utilized.

In one Senior High School a committee was organized by the Guidance Chairman to plan a Career Awareness Day. The committee included the school counselors, the Outreach counselor, and several members of the teaching staff. It was decided that successful people from a variety of occupational fields would be invited to conduct student workshops in the school throughout the morning.

Since the entire high school population would be involved, scheduling students became a primary problem. It was decided that offering free choices might result in over attendance at certain workshops and little or no attendance at others.

The list of speaker acceptances indicated that all persons participating represented superior training, achievement, and talent at professional or high managerial levels. The Outreach counselor was concerned that the students who could not presently identify with such outstanding career achievement, might find the workshops unrewarding. Thus, it was suggested that Career Awareness Day be organized around:

Careers Related to Ideas (DATA)
Careers related to People
Careers Related to Things

The students would be asked to focus on primary functions in career areas, rather than on a specific career.

Speakers would be asked to discuss both the routes which they took to reach their achieved goals, and some of the supportive workers related to their present occupations. In this way, choice would not be the predominant factor. Every student could visit three workshops, each focusing on a different worker function. Attendance would be equalized at all workshops.

To support this idea two letters were drafted, one for the workshop leaders, and one to prepare the students. (Appendix H). The purpose of both letters was to provide a meaningful structure for students at the exploratory stage of vocational development, who were not ready to focus on specific occupational choices.

Eventually the committee rejected this plan as too complex a concept for speakers and for students. Each student was arbitrarily assigned to three workshops covering different areas, without regard for individual interests or abilities.

On Career Awareness Day, the mechanics of room assignment for speakers and for students had been well worked out. A student reception and registration committee welcomed the guests, served them coffee and escorted them to their assigned rooms. Staff and students served as moderators in the workshop rooms.

The random assignments were accepted by those students who happened to be with people whose personalities held them. Other students apparently found nothing applicable to themselves in their first assignment and either left the building or shopped around for more interesting presenters. The result was that by the beginning of the final presentation period, some speakers had packed rooms and others had either no students or very few.

This example is included because many of the necessary ingredients usually considered important in planning a meaningful educational experience in career development were present. A variety of outstanding people representative of the predominant ethnic make-up of the student body, came to speak about their individual routes to success. Comprehensive planning covered timing, space assignments, and movement of students. There was student and staff involvement. Nevertheless, interest was not sustained for the majority of the students.

The Outreach counselors felt that purpose and structure with objectives clearly understood by students and speakers, would transform a Career Day into a meaningful educational experience for many students.

Parent and Community Groups

Apparently one reason for the reluctance of some students to pursue occupational education, is a reflection of negative parental attitudes. Contact with as many parents as possible was a primary goal of Outreach.

Coffee klatches were held in the homes of P.T.A. presidents of two schools. (Appendix I-1). Members of their executive boards attended to discuss Outreach, and to broaden their knowledge of BOCES Occupational Education programs. Descriptive materials were distributed. A total of 34 parents attended these meetings.

The parents seemed enthusiastic about Outreach and took advantage of the opportunity to voice concerns about occupational education in general, in this informal atmosphere.

One outcome was that Outreach was asked to plan a Job Opportunities Night for parents and students of one district (Appendix I-2). Attending this meeting were 150 parents and students, 13 staff members. One board member was present. Different trade workshops were conducted by 15 BOCES teachers. Another outcome of the coffee klatches was a luncheon visit and tour of BOCES facilities by 12 parents.

Grade level parent meetings were held in three schools for 9th, 10th and 11th graders. Outreach and BOCES information was a part of the agenda. Previously these meetings had been geared to programming and college placement procedures. The five meetings were attended by 462 parents. One such program is described in the Large Group Activities section of this report.

Job Opportunities Night

In preparation for Job Opportunities Night, the P.T.A. President asked Outreach to gear occupations covered to the non-professional major demand areas.

The members of the P.T.A. sent flyers to every parent in the school district. They circulated flyers to every student throughout the schools (Appendix I-2). An article was submitted to the local newspaper advertising the program (Appendix I-3). Announcements were made on the local radio stations, and posters were placed in the library and in stores throughout the community. BOCES occupational teachers were speakers provided by Outreach (Appendix I-4). Following a group orientation presentation, each speaker was assigned a room. The audience broke up into individual workshops. Twenty-one trades were represented by 15 speakers.

One hundred fifty parents and students were in attendance. From the comments made by many of the participants, they gained information about the occupation as well as training opportunities available to enter various trades. An article describing the success of the program was published in the local paper (Appendix I-5).

The P.T.A. felt that the Job Opportunities Night was very successful, and requested that it become an annual event (Appendix I-6).

In one school district the Outreach counselor initiated a meeting with th Director and Co-Director of the local Youth Center. They discussed Outre ch and its objectives. It was decided that the Director would meet with his staff and the youth of the Center, to determine whether or not Outreach ser-vices could be utilized in their program. He would contact the Outreach counselor to schedule a follow-up meeting.

After a long period of time elapsed with no contact from the Center Director, the Outreach counselor spoke with a student who attends the Center. He had previously expressed interest in participating in the Outreach Program. In conference, the student stated that there is a great need for aiding out-of-school youth in developing the ability to sustain employment. He also felt that there is equal need for changing high school students' attitudes toward career planning.

Following this conference, the Outreach counselor initiated a second meeting at the Center with the Director. Although the Director seemed receptive to Outreach involvement in his program, no definite plan evolved. He scheduled another meeting.

At the third meeting it was decided that Outreach could implement a career orientation program covering self-appraisal, grooming, training, and attitudes on the job. Before instituting the program, the Director would contact other area agencies, to prevent duplication of services. In addition, the Outreach counselor might utilize these programs in making referrals. A meeting was planned to include representatives of all of the area agencies.

By April, when the Outreach counselor contacted the Youth Center Director, no date for the meeting had been set. The Outreach Counselor decided that insufficient time remained for starting a meaningful program.

It was recommended that the school counselors continue attempts to establish communication with the Youth Center. Center personnel might lend support to school based programs in career development. The students would benefit from articulation of services between their High School and their Youth Center.

OUTREACH CAREER AWARENESS PROGRAM

SECTION IV - CONCLUSIONS

1. School staff is aware of BOCES, but not of the scope of its programs.

2. Heavy college emphasis pervades all of the school environments.

3. Staff knowledge of career development and career education is limited.

4. There was considerable confusion in arriving at a generally acceptable definition of disadvantaged. In each school the concept of disadvantaged was defined differently. Outreach settled on the definition, "Students whose economic, social, and general educational status interfere with their ability to make and implement plans related to future choice of a career."

5. Certain techniques used by Outreach were effective, particularly the Career of the Month, the Job Opportunities Night, classroom orientation, the Career Development Unit, and BOCES Center tours.

6. The following instruments are some tools which can guide the counselor and the student in selecting individualized routes to career exploration and planning:

   BOCES Outreach Guidance Program Blank

   Interest Check List: U.S. Labor Department

   Things to Do: V. Boehm
   (short experimental test developed by Dr. Boehm NYSES)

   Self-Directed Search, A Guide to Vocational Exploration:
   J. Holland

   General Aptitude Test Battery: U.S. Labor Department

7. There is a real need for individual counseling to follow the group procedures, but this requires allocation of sufficient staff time by either the home school or the BOCES counselors.

8. School staffs were willing to experiment. They were very responsive to supportive efforts which included demonstration of techniques, opportunities for training, and easy access to appropriate materials. Several school counselors and teachers are incorporating some of the Outreach approaches and materials into their on-going programs (Appendix J-K-L).

9. The complexity of school structures affects in many ways, what outside persons can do. In one school, resistance on the part of some staff members was apparent, and interfered with effective in-depth program implementation during the period of November through March. Nevertheless, some work was accomplsihed. In April, several members of the staff spoke out strongly in favor of more emphasis on career education and career counseling.

10. Sporadic one-shot career days and career conferences are generally not effective. Career education must be continuous and sequentially planned.

11. To help students develop their ability to make decisions, all career activities should provide them with some element of choice.

12. Outreach had an impact on broadening the focus of some guidance and teaching activities, to include emphasis on career development.

    (a) One principal requested that each member of the quidance department submit a proposed innovative program to implement career development.

    (b) The principal of one high school issued to his department chairmen a position paper on the inclusion of career education in the curriculum.

    (c) One school has instituted a cooperative program with local industry, to provide selected students with supervised job experiences.

    (d) Some counselors changed the focus of their traditional course selection and college preparation conferences for parents and students, to conferences which emphasized developmental career planning.

    (e) Librarians sought Outreach recommendations regarding the purchase, arrangement, and circulation of career resource materials to be used in 1972-73.

13. This type of Outreach Program which supports career education activities in the home schools does have a very positive effect on enrollment in BOCES Occupational Education courses. This conclusion is supported by Table III which follows on the next page.

TABLE III

ENROLLMENTS

	Enrollment 71-72				June 1972 Enrollments 72-73				Increase Total Projected Enrollment 1972-73 vs. 71-72
	Total	O	B	S	Total	O	B	S	
Roosevelt	29	0	28	1	Cont. 19	0	18	1	Plus 117%
					New 44	0	42	2	
					63		60	3	
Uniondale	139	112	25	2	Cont. 111	87	23	1	
					New 166	135	31	0	Plus 99%
					277	222	54	1	
Manhasset	14	7	7	0	Cont. 7	4	3	0	
					New 25	12	13	0	Plus 114%
					32	16	16	0	
Glen Cove	35				Cont. 19	14	4	1	
					New 44	29	13	2	Plus 78%
					63	43	17	3	

OUTREACH CAREER AWARENESS PROGRAM
SECTION V - RECOMMENDATIONS

A. General Recommendations

1. In conducting orientation programs with home schools, more emphasis should be placed on career awareness for all students, by the BOCES counselor. The full scope of the BOCES Occupational Education Programs should be presented as an educational alternative for every high school student.

2. They should encourage a planned and structured program in career development at the home school, as a bridge between school and everyday living. This should take precedence over college placement counselor activity. The concept of career awareness should permeate every facet of the educational program.

3. In order to facilitate career development, all guidance counselors must study and know the attitudes of all of the school staff toward work and occupations. The home school guidance counselor must understand his responsibility to work with all of the school staff, particularly department chairmen and teachers, in changing negative attitudes about occupations which do not involve a college degree. Primary emphasis should be placed on the English and Social Studies Departments, because they affect all of the students in a school.

4. Occupational materials should be kept current, visible, and broad in scope. They should be given consideration equal to that given to college resources.

5. Representatives from colleges, vocational and technical training institutions, apprenticeship and union sponsored programs, civil service, business and industry, should be made available to the students and parents.

6. An effective BOCES orientation program should involve direct regular, planned, frequent contact with COUNSELORS,ADMINISTRATORS, DEPARTMENT CHAIRMEN, INDIVIDUAL DEPARTMENTS, ENTIRE FACULTY AND STUDENTS, PARENT AND COMMUNITY GROUPS.

7. The inter-relationship between internal situations; absenteeism, "no-shows", dropouts and orientation, must be clearly understood. Negative experience of a few students can affect the ability to reach out effectively to hundreds of others.

8. The great need for reaching out to parent and community groups is beyond the scope of the BOCES counselors. Home school counselors might continue to reach out to these groups which influence student attitudes, to gain wider support for Career Education. More planning of joint career oriented programs is one way of accomplishing this.

B. Recommendations for Program Planning 1972-73

1. In-service workshops for home school personnel should be offered by BOCES Outreach staff to teach administrators, counselors, curriculum planners, and teachers (i.e. industrial Arts, English, Social Studies, Physical Education), how to develop on-going career education programs. The scheduling could range from three sessions to an accredited full in-service course. The workshops must cover both affective and cognitive areas. They must also provide ample time for group discussion of personal attitudes and follow-up and follow-through.

2. BOCES pupil personnel workers should participate in the workshops in order to strengthen articulation between home schools, OUTREACH AND BOCES Center services.

3. Some other activities and services BOCES could offer home schools would be:

   (a) County wide Career of the Month programs.

   (b) Day and/or evening career awareness and career exploration programs, utilizing BOCES teachers as experts.

   (c) Giving specific techniques in the planning and implementation of career education programs for individual schools.

   (d) Making available audio-visual information and materials to reinforce career education programs.

   (e) Techniques for setting up career information files and systems.

   (f) Planning activities with students which will involve the use of these files.

   (g) Providing staff and students extensive knowledge of BOCES Occupational Education offerings.

   (h) Field trips to BOCES facilities and to industry, along with techniques for preparation and follow-up.

   (i) Access to BOCES Career Information Collection.

Appendix A1 - 5 Announcement of Program (letter to Students)

GUIDANCE DEPARTMENT
UNIONDALE HIGH SCHOOL

November 11, 1971

To: All 10th Grade Students

From: Mr. Louis P. Balletto

Re: Career Program

AN OUTREACH PROGRAM IN CAREER DEVELOPMENT
COMES TO UNIONDALE HIGH SCHOOL

Your Guidance Department is providing a Career Development Program, which will explore with you a variety of Careers.

There are more than 20,000 different jobs to choose from.

WHAT'S IN YOUR FUTURE?

Mrs. Hervie Madison and Mr. Morris Bangel are two Career Development Counselors who will be in the school every Monday and Wednesday, to work with you.

Look for further information under:

Career-of-the-Month on the Guidance Bulletin Board and in the Library.

We'll see you at the 10th grade assembly program on Friday, November 19th.

LPB:ok

OUTREACH CAREER DEVELOPMENT PROGRAM

To Students -

What will your future occupation be?

Do you know what jobs will be open to you?

Do you know the skills needed for the kind of work you might like to do?

Will you be able to get work which offers you good pay, and which you enjoy doing?

Are your job plans realistic in terms of your interests and abilities

Will your school program help you to reach your career goals?

Most students will have problems choosing the right career for them.

The OUTREACH CAREER DEVELOPMENT PROGRAM is designed to help you to learn how to make this important decision. By participation in the program you will be able to select goal which are appropriate for you, and learn how to reach these goals.

The educational route you take will influence your level of employment in your chosen field. Some of the common educational routes are:

1. High School
2. On-the-job training
3. Apprenticeship programs
4. Vocational Education Programs beyond High School
5. College

Contact your Guidance Department for a conference with the Outreach Career Development Counselor.

A3

BOCES OUTREACH CAREER DEVELOPMENT PROGRAM

An Outreach Program in Career Development comes to Rooseveit High School.

Your Guidance Department is providing a Career Development Program, which will explore with the students and their parents, a variety of possible Career choices.

There are more than 20,000 different jobs to choose from.

WHAT'S' IN YOUR CHILD'S FUTURE?

Mrs. Hervie Madison and Mr. Morris Dangel are two Career Development Counselors who will be in our school every Tuesday and Friday, to work with students and parents.

We have planned a number of on-going events which will cover the major occupational areas. We urge you to look at our Career of the Month displays on the Guidance Bulletin Boards and in the Library.

You will receive communications regarding special events related to Career Development. We hope you will attend.

BOCES OUTREACH CAREER DEVELOPMENT PROGRAM

Memo to Students:

An Outreach Program in Career Development Comes to Roosevelt High School.

Your Guidance Department is providing a Career Development Program which will explore with you a variety of Careers.

There are more than 20,000 different jobs to choose from.

What's In Your Future?

Mrs. Hervie Madison and Mr. Morris Dangel are two Career Development Counselors who will be in the school every Tuesday and Friday, to work with you.

Look for further information under Career of the Month on the Bulletin Boards and in the Library.

WHAT EVERY MANHASSET PARENT SHOULD KNOW ABOUT BOCES

The Nassau County Board of Cooperative Services (BOCES) is an educational organization which contracts to offer 26 different services to the 56 school districts in Nassau County, on a shared-services basis.

The purpose of the Cooperative Board is to accomplish for groups of school districts and their students those things that they cannot do for themselves with maximum economy and efficiency both in the education and the financial sense.

Occupational Education is one of the 26 services offered. There are five Occupational Centers at which 60 courses are offered.

Students in Manhasset who elect to go to a BOCES program are bused to the Northwest Center in Mineola (their area center) or to County Center which has courses that are not offered at the area center. Six Manhasset students attend the Northwest Center and thirteen attend County Center. Courses offered at the Northwest Center are: Auto Body Repair; Auto Mechanics; Commercial Art; Commercial Photography; Computer Operations; Cosmetology; Data Processing; Health Services, Medical Assisting; Refrigeration and Air Conditioning.

Among the courses County Center offered for 1970-71 were: Aircraft Maintenance; Architectural Drafting; Baking; Banking; Building Mechanics; Carpentry; Child Care; Clothing Services; Commercial Food Preparation; Computer Programming for the Visually Impaired; Dental Assistant; Diesel Engine Mechanics; Fashion Design; Floral Design; Health Careers; Industrial Electronics; Marine Maintenance; Medical Laboratory Assisting; Metal Fabrication; Office Services; Offset Printing; Ornamental Horticulture; Radio and T.V. Service; Retail Business Management; Transportation Customer Services. The Retail and Merchandising program is coordinated with courses at Nassau Community College. The student can continue and receive an associate degree. Nine seniors are currently enrolled in this program.

Before deciding, a student (1) talks it over with the home school guidance counselor, (2) attends the BOCES orientation session in the home school, and (3) comes to a BOCES Center Open House with parents.

The student attends the course of his choice for a half-day and spends the other half-day in the home school for basic requirements for graduation. He will have an opportunity to get on-the-job experience working at places such as Ford and General Motors Facilities; Central General Hospital, Plainview; Long Island Jewish Hospital; Nassau County Medical Center (Meadowbrook); Robin Hood Country Day School, Brookville; ZEM Tool Company; Alexander's; Lindy Electronic; Howard Johnson's; Newberry's.

If a student changes vocational goals, a change can be made in the course and a move to another center is possible, if the course is not offered at the area center.

Students have an opportunity to participate in the Student Advisory Committee (SAC), Vocation Industrial Clubs of America (VICA), Federation of Future Agriculturalists (FFA), Future Business Leaders of America (FBLA), Future Nurses of America (FNA), and Distributive Education Clubs of America (DECA). Through these clubs they compete for awards against students from all over New York State who have shown special talents in their fields. These contests are held in such resort hotels as The Laurels, The Nevele, and The Pines. The state winners then go on to compete in national contests held in different cities each year.

In June all students who have completed a course sequence attend an Award Ceremony at which guests include dignitaries from government, industry and labor. When a student is ready, the BOCES Placement Service helps him find a job. In the Class of June 1970, out of 467 students, 88% were fully employed, 8% were employed part-time. BOCES graduates are attending many post-secondary institutions such as Academy of Aeronautics, Adelphi University, Eastern Arizona College, Fashion Institute of Technology, Pratt Institute, SUNY at Alfred, Farmingdale, Morrisville, Nassau Community College.

In describing their experiences, three BOCES graduates stated: "The years at the BOCES Center were the best school years of my life. . . .If I did not have this school to attend I would have been a dropout . . . . I'm now at Farmingdale College taking advanced courses in the subjects I started at BOCES."

"I believe I am considered to be a fairly decent carpenter, but I would not have ever been if it wasn't for BOCES. . ."

"If it wasn't for BOCES training, I wouldn't know what I would be doing now . . . I will recommend this school to anyone I know."

The Statement of Policy and Proposed Action by the Regents of the University of the State of New York states that "To serve all people, occupational education must be part of a macro-educational system which recognizes the career implications of all education . . . The need is evident for an educational system containing multiple avenues to success and happiness. Through the cooperation of BOCES and the 56 school districts it services, this can be accomplished."

The "Outreach" Program

The BOCES Outreach program currently in the Manhasset Senior Division is a one-year program funded by the N.Y. State Division of Occupational Education. Its purpose is to develop salable skills for students through programs geared to the occupational areas in major demand.

The program is focused on the approximately 35% of students who enter the world of work without a salable skill, the potential dropouts, and students who need to earn money while in school in order to continue their education. Two counselors from BOCES, working closely with our Guidance Department, are in our district two full days a week.

The services of the project for Manhasset students are: to provide individual and group counseling; to foster vocational planning consistent with interests and abilities; to broaden knowledge of current vocational opportunities and increase awareness of the relationship of occupational education to life-planning; to administer the General Aptitude Test Battery and other tests to selected students; and to provide test interpretation and career planning based on results.

In addition other services that the career counselors can offer to our district are: (a) Grade level assembly programs, (b) Field trips to BOCES Centers and other occupational centers, (c) Career development and occupation presentations at SCA and other community groups, (d) Group discussions with department chairmen and faculty on methods of implementing occupational education in the various subject areas, (e) Speakers to attend student and faculty meetings to discuss occupations in a particular field.

Students are referred to the BOCES counselor by the guidance counselors and classroom teachers. The BOCES counselors assist them in occupational awareness, offering alternative routes to success, and helping them gain deeper self-awareness. Printed material, films and film strips are used. Parental involvement is encouraged. The BOCES counselor is in the high school guidance office all day Tuesday and Friday and welcomes hearing from interested students and parents.

The Board of Regents in their proposed plan for New York State has as one of its goals, "to guarantee an adequately prepared work force and productive employment for all who are able and willing to work."

A5

Roosevelt Junior-Senior High School
ROOSEVELT, NEW YORK 11575
FRexport 8-7302
GUIDANCE DEPARTMENT

Principal-in-Charge
~~ARTHUR GUDEMORTH~~ Joe Farmer

Director Of Guidance
THOMAS NEARY

April 19, 1972

Dear Parents:

As your child completes the tenth grade, the need to make important decisions about the future arises. The American educational system is frequently criticized for its failure to provide specific occupational training to students. Fortunately, this is not the case in Nassau County.

The Board of Cooperative Educational Services (BOCES) offers thorough training in over 50 different job specialties at five centers located throughout the county. A complete listing of courses taught by BOCES is attached.

Students generally enter a BOCES program when they start the eleventh grade. It is felt that by this time they have the educational background, exploratory experiences, and maturity necessary to select and profit from such a program. They attend their home high schools to take the academic subjects required for graduation by New York State, and then travel to a BOCES center for the occupational training. After graduation, students may elect to enter the labor force, attend college, or pursue further training in their chosen career.

Recent Roosevelt graduates have been enrolled in BOCES courses in Automotive Mechanics, Baking, Licensed Practical Nursing, and Technical Electronics.

We believe that the BOCES program has much to offer interested students. We encourage you and your child to investigate the opportunities available. Your child's guidance counselor can provide him with complete information about BOCES. We also invite you to discuss this matter with a counselor. Please call 378-7302, extension 43, to arrange for an appointment.

Sincerely,

J. J. Kennedy, Jr., Ed. D.

ir

J. Ostroy

10th Grade Counselors

1-2

GUIDANCE DEPARTMENT
UNIONDALE HIGH SCHOOL

PRE-COLLEGE AND CAREER PREPARATION
FEBRUARY 25, 1972

1.	MR. MEISLER	Introduction and General Information
2.	MISS FERENZAK	Types of Institutions Local College Requirements
3.	MISS WATERS	College Representatives College Selection
4.	MRS. AARONSON	College Visits
5.	MR. NICHOLSON	Scholarships and Financial Aid
6.	MRS. MADISON (BOCES Outreach Program)	Significance of Career Planning
7.	MRS. HOUSTON	Career Planning - Retail Business Management
8.	MR. HIGGINS	Electives for Seniors in English 12
9.	MR. MEISLER	Concluding Remarks

Appendix C

OUTREACH PROGRAM

BUSINESS CAREERS

MINIMUM TRAINING REQUIRED

	High School and/or vocational	High School and on-the-job training	1-2 Year Technical or College	4 Year College	Advanced Degree
STENOGRAPHY, TYPING, FILING and RELATED OCCUPATIONS	*File Clerks Receptionists *Clerk-Typist *Secretaries *Stenographers *Duplicating Machine Operators Office Machine Operator	File Clerks Receptionists Clerk-Typist Secretaries Stenographers Duplicating Machine Operators Office Machine Operator	Secretaries Legal Technical Medical Public Duplicating Machine Operators Office Machine Operator Stenographers	Supervisors Secretaries Legal Technical Medical Public Court Reporters Administrative Assistant Office Manager	
COMPUTING and ACCOUNT-RECORDING OCCUPATIONS	Checkers Cashiers *Bookkeepers Tellers (Bank) Computer Machine Operators Collator Tabulator Key-Punch Billing Machine Operators Weighting Machine Operators	Checkers Cashiers Bookkeepers Tellers (Bank) Computer Machine Operators Collator Tabulator Key-Punch Billing Machine Operators Weighting Machine Operators	Bookkeepers Tellers (Bank) Computer Machine Operator Collator Tabulator Key-Punch Programmer	Accountant Programmer Program Analyst	Supervisors Managers Administrators System Analysis Certified Public Accountant (CPA) Tax Specialist Auditor Controller
MATERIAL PRODUCTION RECORDING OCCUPATIONS	Production Clerks Shipping Clerks Receiving Clerks Stock Clerks	Production Clerks Shipping Clerks Receiving Clerks Stock Clerks	Foreman or Supervisors		
INFORMATION and MESSAGE DISTIRUTION OCCUPATIONS	Messengers Mail Clerks Post Office Clerk Mail Carriers	Messengers Mail Clerks Post Office Clerk Mail Carriers Telegraph Operators Telephone Operators	Superintendent of Mails Foreman	Assistant Postmaster Public Relations Personnel Supervisor	Postmaster Marketing Research Analysts
MISCELLANEOUS CLERICAL/ OCCUPATIONS	Collector Hotel Clerks Transportation & Customer Service	Collector Hotel Clerks Adjusters			
SALESPERSONS SERVICE	Retail Salespersons Door-to-Door Salespersons Insurance Sales Real Estate Sales	Retail Salespersons Door-to-Door Salespersons Insurance Sales Real Estate Sales	Manufacturing Salespersons	Manufacturing Salespersons Industrial Sales Technical Sales Wholesale Sales Executive Trainee	Supervisors Managers Executives
MERCHANDISING OCCUPATIONS (Except Salespersons)	Sales Clerks Peddlers Routemen Canvassers and Solicitors Auctioneers Shoppers Demonstrators and Models Display men and Window Trimmers	Sales Clerks Peddlers Routemen Canvassers and Solicitors Auctioneers Shoppers Demonstrators and Models Display Men and Window Trimmers	Assistant Buyers Buyers Executive Trainee Merchandise Manager		Supervisors Managers Executives

* These courses are probably offered in your High School. Check with the Chairman of your Business Department.

**Note that most clerical jobs lead to advancement or higher position through promotions, as well as through education.

OUTREACH PROGRAM

GRAPHIC INDUSTRY

MINIMUM TRAINING REQUIRED

High School and/or Vocational Training	2 Year Technical Or College	4 Year College
Commercial Art		
Advertising Layout Man	Advertising Assistant	Advertising Manager
Art Layout Man	Color Expert	Advertising Salesman
Artist Wallpaper	Display Manager	Art Director
Background and Title Artist	Equipment Technician	Art Teacher
Cameraman	Estimator	Chemist
Cartoonist	Interior Designer & Decorator	Copy Writer
Cloth Designer	Photographer Biological	Medical Illustrator
Clothes Designer	Photographer Scientific	Plant Manager
Cover Designer	Quality Control	
Crest-Pattern Maker	Television - Film Fluid Coordinator	
Designer, Fishing Lure		
Designer, Novelties		
Display Artist		
Display Designer		
Fashion Artist		
Illustrator		
Set Director		
Photography Industry		
Cameraman Animation		
Camerman Special Effects		
Cameraman Title		
Color Corrector		
Manager Photograph Studio		
Photographer Aerial		
Photographer Apprentice		
Photographer Commercial		
Photographer News		
Photographer Portrait		
Printer Black and White		
Printer Custom Color		
Printer Machine Color		
Processor, Color		
Retoucher		
Printing Industry		
Bindery Worker		
Cameraman Line		
Cameraman Half-tone		
Cutter		
Cylinder Press Man		
Duplicating Machine Operator		
Foreman, Press Room		
Lithograph Plate Inspector		
Lithographic Proofer Apprentice		
Offset Duplicating Machine Operator		
Offset Pressman		
Offset Proof Press Operator		
Overlay Cutter		
Platemaker		
Press Helper		
Proof Press Man		
Screen Printing Machine Operator		
Silk Screen Cutter		
Stockman		
Stripper		
Transferer		

OUTREACH PROGRAM

HEALTH CAREERS

MINIMUM TRAINING REQUIRED

HEALTH AREA	HIGH SCHOOL AND/OR VOCATIONAL	HIGH SCHOOL AND ON-THE-JOB TRAINING	1-2 YEAR TECHNICAL OR COMMUNITY COLLEGE	4 YEAR COLLEGE	ADVANCED DEGREE
HOSPITAL ADMINISTRATION	Executive housekeeper Food service supervisor	Hospital engineer Executive housekeeper	Bio-medical operator Hospital engineer Medical records technician Medical secretary	Bio-medical programmer Dietitian Medical records librarian Hospital engineer	Nutritionists Hospital administrator
NURSING AND RELATED CAREERS	Child care Licensed practical nurse Nurse's aide and orderly	Home health aide Operating room technician	Medical emergency technician Physician's assistant Registered professional nurse	Registered professional nurse	Registered professional nurse
REHABILITATION CAREERS		Physical therapist's assistant		Corrective therapist Manual arts therapist Music therapist Occupational therapist Physical therapist Rehabilitation counselor Special education teacher	Psychologist Social worker Speech therapist Audiologist
DIAGNOSTIC AND LIFE- SUPPORTING EQUIPMENT SERVICES		Dialysis technician EEG and EKG technician Inhalation therapist Orthotist Prosthetist	Hyperbaric chamber technician Radiologic technician		Bio-medical engineer
ENVIRONMENTAL HEALTH CAREERS		Technicians	Technicians	Sanitarian Sanitary engineer Food technologist Environmental health scientist	
LABORATORY CAREERS		Certified laboratory assistant	Certified laboratory assistant Cytotechnologist Histologic technician	Clinical chemist Medical laboratory technologist	Pharmacologist Research scientist
INDEPENDENT HEALTH PRACTICIONER					Physician Osteopath Pharmacist Podiatrist Veterinarian
EYE CARE SPECIALISTS		Optician	Optician Orthopist	Optometrist	Optometrist Opthomologist
INFORMATION SPECIALISTS	Biologic photographer	Biologic photographer		Health educator Science writer	Medical illustrator Medical librarian

OUTREACH PROGRAM

CONSTRUCTION AREA	HIGH SCHOOL AND OR VOCATIONAL	APPRENTICESHIP AND / OR ON THE JOB TRAINING	1 - 2 YR TECHNICAL OR COMMUNITY COLLEGE	4 YEAR COLLEGE	ADVANCED DEGREE
Carpentry	Combination Window Installer	Door Hanger	Draftsman Architectural	Surveyer	Architect
	Door Hanger	Finishing Interior	Building Inspector		School Plant Consultant
	Finishing Interior	Finishing Hardware	Electrical Draftsman		Urban Planner
	Finisher Hardware	Framer	Construction Superintendent		Building Illuminating Engineer
	Framer		Draftsman Construction		Electrical Engineer
	Garage Door Hanger		Draftsman Engineering		Construction Engineer
	Hardwood Floor Layer		Draftsman Reinforced concrete		Civil Engineer
	House Carpenter		Draftsman Water & Sewage		Heating Engineer
	Jalousie Installer		Draftsman Structural		
	Layout		Draftsman Civil		
	Parquetry Floor Layer		Architectural Designer		
	Stair Builder		Structural Detailer		
	Trim Setter		Contractor		
	Weather Stripper		Assistant Surveyer		
	Wood Sash & Frame		Engineering Aide		
	Wood Strip Block Floor Layer		Estimator		
	Acoustical Material		Expediter		
	Metal Tile Lather		Materials Salesman		
	Building Insulating		Materials Tester		
	Form Builder				
	Form Setter				
	Sheather				
	Carpenter Helper				
	Hammer & Saw Man				
	Hatchet & Saw Man				

Artwork by Barbara Comilleo, Comm. Art, B.O.C.E.S., Northeast

Printed by Mike Cimfortone, Offset Printing, B.O.C.E.S., Northeast

OUTREACH PROGRAM

CONSTRUCTION AREA	HIGH SCHOOL AND OR VOCATIONAL	APPRENTICESHIP AND / OR ON THE JOB TRAINING	CONSTRUCTION AREA	HIGH SCHOOL AND OR VOCATIONAL	APPRENTICESHIP AND / OR ON THE JOB TRAINING
Brick & Stone Mason	Carpenter Foreman Carpenter Labor Foreman Carpenter Inspector Bricklayer Block Setter Center Block Mason Concrete Block Mason Hollow Tile Partition Erector Plaster Block Layer Terra Cotta Mason Bricklayer Firebrick Marble Setter Tile Setter Stonemason Terazzo Worker Printer, Calker & Cleaner Stone Polisher Bricklayer Foreman Chimney Foreman Stonemason Foreman Plasterer		Plumbers & Gas Fitters	Oil Burner Installation & Serviceman Gas-Main Fitter Pipe Fitter Maintenance Man Sewer & Water Works Plumber Apprentice Pipe Wrapping Pipe Calker Pipe Line Worker Plumber Helper Sewer Tapper Tapping Machine Operator Pipe Machine Operator Clamp Man Connection Man Crankman Laborer Pipe Line Laborer Plumbing Pipe Fitter Foreman Plumber Foreman	
			Sider	Aluminum Siding Installer Wood Siding Installer Asbestos Siding Installer	

OUTREACH PROGRAM

CONSTRUCTION AREA	HIGH SCHOOL AND OR VOCATIONAL	APPRENTICESHIP AND / OR ON THE JOB TRAINING	CONSTRUCTION AREA	HIGH SCHOOL AND OR VOCATIONAL	APPRENTICESHIP AND / OR ON THE JOB TRAINING
Floor Laying	Floor Layer Floor Sander Floor Finisher			Painter Exterior Dry Wall Sander Paperhanger	
Roofer	Aluminum Shingle Roofer Asbestos Shingle Roofer Asphalt, Tar Roofer Slate Roofer Wood Shingle Roofer Roofer Apprentice Roofer Helper		Lather Dry Wall Applicator	Metal Furrer Metal Lather Wood Lather Lather Apprentice Dry Wall Nailer Sheetrock Man	
Concrete	Cement Pump Operator Lift Slab Operator Form Temper Operator Concrete Pump Operator Mortar Mixer Form Setter Form Stripper Concrete Foreman Cement Finishers Concrete Setter		Metal Fabrication	Fabricator Assembler Frame Maker Metal Door & Window Builder Tubular Products Fabricator Sheet Metal Layout Man Structural Steel Layout Man Ornamental Iron Worker Tank Setter Sheet Metal Journeyman Sheet Metal Mechanic Coppersmith Model Maker Roofer, Metal	
Painter	Painter, Interior Finish Varnisher				

OUTREACH PROGRAM

CONSTRUCTION AREA	HIGH SCHOOL AND OR VOCATIONAL	APPRENTICESHIP AND / OR ON THE JOB TRAINING	CONSTRUCTION AREA	HIGH SCHOOL AND OR VOCATIONAL	APPRENTICESHIP AND / OR ON THE JOB TRAINING
	Sheet Metal Installer Sheet Metal Worker Apprentice Unit Assembler Cutter Aluminum Sheet Duct Installer Metal Fabricating Shop Helper Sheet Metal Shop Helper Riviters Welders Foreman Metal Metal Fabricating Assembly Foreman Inspection Foreman			Electrician Foreman Electrical Repairman (aircraft) Electrician (Water Transportation) Electrician Automotive Electrician Locomotive Elevator Examiner & Adjuster Electrical Inspector (Aircraft) Electrician (Ships & Boat Building) Elevator Constructor Electrical Underwriters Inspectors Lineman Cable Splicer Telephone Installer	
Electrician	Electrician Electrician Apprentice Neon Sign Serviceman Electrician Theater Street Light Serviceman Street Light Serviceman Foreman Night Patrol Inspector Airport Electrician Studio Electrician Motor Vehicle Light Assembler Pumpman (signs neon)				

Appendix D Letter from 8th Gr. class

MANHASSET JUNIOR-SENIOR HIGH SCHOOL
JUNIOR DIVISION
MANHASSET, NEW YORK 11030

Office of the Vice-Principal
516 627-4500

March 20, 1

Mrs. Elizabeth Kuhn
Guidance Counselor
BOCES
Nassau, New York

Dear Mrs. Kuhn,

Thank you so much for scheduling our trip to B.O.C.E.S. We feel that this trip provided us with guidance for our future careers. We especially enjoyed the automechanics, bricklaying, and cosmetology. We thoroughly enjoyed the introductory films dealing with the job market of the 70's.

Sincerely Yours,
The 8th Grade

Appendix E - Workshop Announcement

MEMO

TO: Mr. Russo

FROM: Mr. Bangel

DATE: November 30, 1971

SUBJECTY Outreach Career Guidance Program

Mr. Clements Berwitz, Chief for the New York State Department of Labor will conduct a one-day workshop on Friday, December 17, 1971, from 9:30 - 4:00 p.m. at the Hicksille Office of the New York State Employment Services. The workshop will concern itself with the stauctura of occupations and the use of the Dictionary of Occupational Titles as a diagnostic instrument to be used in Carear Development Counseling.

We have invited at teast two members of the Guidance Department from each of the four schools which are participating in the Outreach Program. Mrs. Madison, Mrs. Ferebee, and Mr. Bangel will also be present for this workshop.

MB:co

Appendix F-1

BOCES OUTREACH·GUIDANCE PROGRAM

(This data will be helpful for your talk with the guidance counselor. Please complete as much as you remember).

Name _____ Date _____

Address _____ Date of Birth _____

Telephone # _____

My occupational experience is (selling papers, part-time work in a store, gardening, babysitting, etc.) _____
(List experience, if any)

_____

_____

My hobbies are _____

_____

I have been a member of groups, clubs, or organizations (In or out of school?) _____

_____

_____

Check all that apply to you.

_____ 1. I probably will graduate from High School.
_____ 2. I will leave school as soon as I become 16.
_____ 3. I will leave school if I can find a job.
_____ 4. After graduation from High School I will:

_____ go to college
_____ go to work
_____ go for further training

_____ 5. Other (Explain below) _____

_____

_____

List in order of preference, 3 specific occupations which:

	you are interested in	you would like to make a living in
First Choice	_____	_____
Second Choice	_____	_____
Third Choice	_____	_____

I think I can be very successful as _____

_____

This is because _____

_____

I would be least successful as _____

_____

This is because _____

_____

My educational plans include -

_____1. college 4 year
_____2. college 2 year
_____3. technical school
_____4. business school
_____5. school of nursing
_____6. art school
_____7. apprentice training
_____8. other (explain below)

_____

_____

My health is _____

In my school subjects I do best in _____

_____

This is because _____

_____

My Parents names are -

Mother _____ Occupation _____

Father _____ Occupation _____

My Parents want me to _____

Brothers and Sisters

Name _____ Age _____ Grade _____ Occupation _____

_____ _____ _____ _____

_____ _____ _____ _____

I live with _____

Use this space for any other information about yourself and your plans that you would like to add -

I would like to participate in The Outreach Career Guidance Program because -

Things to Do

Each box on this page has something written in CAPITAL LETTERS and four things to do with the word in the box.

This is an example:

MACHINERY
_____ assemble
_____ sell
_____ operate
_____ repair

Your job is to check ( ) the one thing you like to do best in each box. In the example, "repair MACHINERY" is checked. Check what you like to do best in each box.

CARS
_____ repairs
_____ put in gas
_____ assemble
_____ manage sales

NEWSPAPERS
_____ keep records
_____ deliver
_____ write news
_____ print

FOOD
_____ sell
_____ manage factory
_____ do advertising
_____ pack

COMPUTERS
_____ sell
_____ program
_____ assemble
_____ punch cards

HOSPITAL PATIENTS
_____ keep records
_____ look after
_____ treat
_____ operate on

ANIMALS
_____ supervise feeding
_____ raise
_____ look after
_____ train

TV SHOWS
_____ write
_____ act in
_____ do photography
_____ broadcast

CLOTHES
_____ sell
_____ sew
_____ make patterns
_____ design & fit

CHILDREN
_____ cut hair
_____ look after
_____ assemble toys
_____ teach

MEALS
_____ serve
_____ fix food
_____ supervise cooks
_____ clean up after

TYPEWRITERS
_____ make
_____ operate
_____ sell
_____ repair

ADVERTISING
_____ write
_____ lay-out
_____ do photography
_____ model for

HOUSES
_____ paint
_____ decorate
_____ sell
_____ keep rent
_____ records

AIRPLANES
_____ assemble
_____ serve passengers
_____ pilot
_____ navigate

HOTELS
_____ decorate
_____ clean
_____ keep records
_____ carry luggage

"I think that I have learned a lot during your visit about careers." D.H.

"I think that the Boces program is great, at least for people like me. I am planning to go, thanks for your help." L.T.

"I think that what we have been doing is very interesting because it helps us understand our working conditions better."D.A.

"I enjoyed these classes because it has helped me greatly in getting some good ideas about jobs." M.L.

"I enjoyed learning about the various fields we can choose after we get out of high school. But I'm still not sure exactly what field I'm the most interested in."S.G.

"The information supplied was resourceful. Ther could have been guest speakers in different fields."

"Help in applying or picking a college would have been good. It made me aware of more jobs without & with a college education."
L.A.

DATE_____

Dear_____,

We wish to confirm your gracious acceptance of our invitation to participate in the _____ Career Awareness Day Program.

Our students will get the opportunity to have direct contact with people like yourself, who have achieved success in their chosen career.

Our program is organized around the basic worker functions of all occupations. Since all deal in varying degrees with either Data (Ideas), People, or Things, we have placed each of our program participants in one of these categories. We recognize that your occupation, like most others, is probably made up of a combination of Data, People, and/or Things.

So that our students will focus on the basic worker functions required for success in the world of work, we are asking each participant to stress jobs requiring a specific function related to his or her career area. To aid you in planning your presentation, we are enclosing a summary of the U.S. Labor Department explanation or worker functions.

The students will be primarily interested in what you are doing now and how you reached your present position. In addition to this, we will appreciate your discussing any occupations in your field which mainly involve the _____ worker function.

In this way, students of varied interests, abilities, and aptitudes, will learn how to apply them to your career area. All students will be assigned to three workshops- each relating to a different worker function.

You will be asked to meet with three groups of students according to the following schedule:

We hope you will remain for lunch, which will be served from to

Date_____

To High School Students:

Thursday, May 11, will be Career Awareness Day at_____ High School.

People who are successful in a variety of careers are coming to talk to you about their occupations, as well as about other jobs in their field.

Every job requires a worker to function in relation to Data (Ideas), People, and Things, in varying amounts.

You are assigned to meet with three different successful people. One will focus on jobs in his or her field related to Ideas. Another will focus on jobs in his or her field related to People. The third will focus on jobs in his or her field related to Things.

In this way, you may be able to decide the way you wish to function on a job, and get some ideas about opportunities in a field which might interest you.

All students will.....(specific directions regarding scheduling).

Appendix I-1 Article referring to Coffee Klatch reprinted from Uniondale Beacon, Thursday, December 14, 1971.

UHS PTA Studies Exciting New Guidance Program

Members of the Executive Board of the UHS PTA met last week at the home of President Pauline Braver to hear from Team Members Morris Bangel and Mrs. Hervie Madison of the Outreach Career Guidance Program. Mr. Louis Balletto of the Uniondale High School Guidance Department was also present.

The BOCES Outreach Career Guidance Program is a one-year New York State funded program, the purpose of which is to develop saleable skills for young people through programs geared to the major demand occupations, and also to do research in the area of career guidance. It was pointed out that approximately 35 per cent of students enter the world of work without a saleable skill. Many other students need to earn money while in school, in order to continue their education. These students too need a saleable skill to maintain themselves even while preparing for a career.

Uniondale is one of four school districts chosen from a field of nine to receive this service. Team members will be in our secondary schools two days a week for the next year. During this time they will concentrate on one industry or field at a time, inundating the students with information concerning all the various jobs within a particular industry. Those students who express an interest in a particular field (and their parents), will be given private consultation. They will also be given an opportunity to try "hand-on" experience in that line, to help them determine whether or not this is really what they want. The team will also administer General Aptitude Test Battery and other tests to selected students and provide test interpretation and career planning based on results.

.The Outreach Program will also strengthen the knowledge of the guidance staff concerning opportunities in occupational education currently offered at the 5 BOCES area centers, and broaden general understanding of how these programs supplement the school programs. There will be In-Service Courses in occupational education, training and job analysis.

The Uniondale High School PTA Executive Board members are arranging to have meetings for friends and neighbors in their homes, so that as many parents and youngsters as possible can be made aware of the existence of this service. From each group it is hoped that more meetings with new people can be arranged until we have covered the area. The PTA plans a program at their February Open Meeting during which there will be workshops for parents and students in which representatives of the various trades and careers will be available to be questioned depth about the training, income potential, aptitudes, etc. involved in each occupation.

Team members have spoken or will speak at all of the ninth grade and High School English classes to acquaint students with this program. If your youngster has not already mentioned hearing them, ask about it. We have found that kids are usually even more interested in something that the parent is also aware of and interested in. The younger students especially very often are unable to picture themselves in the actual world of work, and therefore tend to put off any kind of interest or planning. The simple fact of life remains however that there are many college graduates today who are unable to find work in their chosen profession and wish now that they did have a saleable skill. To use the vernacular: "It couldn't hurt!"

Any parent interested in having a coffee-klatch type of meeting for their own friends and neighbors can make arrangements by calling Outreach Team Member Mrs. Hervie Madison at the Uniondale High School Guidance Department, IV 5-9800, on Mondays or Wednesdays. If you can't host such a group but would like to attend one, call Mrs. Madison anyway, or your nearest PTA Board member.

Appendix I. 2

UNEMPLOYMENT ON LONG ISLAND UP TO 7.2% !!!

J O B O P P O R T U N I T I E S N I G H T ! ! !

Sponsored by

BOCES OUTREACH CAREER DEVELOPMENT PROGRAM AT UNIONDALE
GUIDANCE DEPARTMENT OF UNIONDALE HIGH SCHOOL
UNIONDALE HIGH SCHOOL PTA

Thursday, February 3rd, 1972
8:00 P.M.
General Purpose Room
Uniondale High School

EXPERTS WILL CONDUCT INDIVIDUAL WORKSHOPS ON EACH OF THE FOLLOWING MAJOR JOB DEMAND AREAS:

Automotive Occupations
- Transmission
- Emission Control
- Diesels, etc.

Building Construction Occupations
- Electrical
- Carpentry
- Plumbing

Refrigeration & Air Conditioning

Major Appliances
- Repair & Installation

Health Occupations
- Dental Assistant
- Practical Nursing

Marine Maintenance Occupations

Electronics - Radio & TV

Food Occupations
- Baking
- Catering
- Hotel Management, etc.

Special Office Occupations
- Data Processing
- Computers
- Retail business management

Office Machine Repairs

Agricultural Occupations
- Animal Care & Landscaping

Graphics Occupations
- Commercial Art, Photography
- Fashion Design, Arch. Draftsmen

Aircraft Maintenance & Mechanics

Heating & Ventilation

OF VITAL INTEREST TO EVERYONE!

Appendix I.3 - Advertising Program reprinted from Uniondale Beacon, Thursday, January 27, 1972.

Career Training

Sup't of Schools Dr. Joseph P. Mooney advises that the figures given at the last School Board meeting, wherein he mentioned 33 students from Turtle Hook and 20 from Lawrence Road attending BOCES courses, were intended to refer to those students now in 10th grade but who came originally from those schools. Current figures are four from Turtle Hook and none from Lawrence Road currently attending BOCES.

It is hoped that these figures will be substantially improved as a result of the current BOCES Outreach Program intended to inform all students and parents of the many opportunities available to them in vocational or career training.

On Thursday, February 3rd, there will be a special meeting sponsored by the Outreach Program, the High School Guidance Department and the High School PTA, which will feature sixteen special workshops manned by working experts in the major demand occupations. At these workshops students and their parents will have a golden opportunity to question these experts concerning the aptitudes, training, credits, required for these occupations, the salaries involved, openings available, etc.

Some of the fields to be explored (in separate rooms) will be: Food occupations (baking, catering, hotel management, etc.), Building Construction, Electrical, Carpentry, Plumbing, Refrigeration and Air Conditioning, Office Machine Repair, Major Appliance Repair and Installation, Marine Maintenance, Heating and Ventilation, Aircraft Maintenance and Repair, Graphics, Fashion Design, Agricultural occupations (animal care, landscaping, etc.), Health Occupations (Dental assistant, practical nursing, etc.), Special Office Occupations (Data Processing, Computer, etc.), Retail Business Management, Electronics (Radio and TV).

All junior and senior high school students and their parents are cordially invited.

Appendix I. 4 Speakers

UNIONDALE/HIGH SCHOOL PTA
UNIONDALE, N. Y.

The Uniondale High School PTA, in cooperation with the BOCES OUTREACH Career Development Program at Uniondale, and the Guidance Dept. of Uniondale High School, WELCOME you to its first annual Job Opportunities Night.

AGENDA

(1) Short Business Meeting
(2) Legislation
(3) Greetings from:

Mr. James J. Tolle, Principal, Uniondale High School
Mr. Louis Balletto, Guidance Dept., Uniondale High School
Mr. Morris Bangle, Guidance Counselor, BOCES
Mrs. Hervie Madison, Guidance Counselor, BOCES

We invite you to attend any one or more of the following workshops:

Automotive Occupations (Room 107) Mr. Gramet

Transmission
Emission Control
Diesels, etc

Building Construction Occupations (Room 108) Mr. Polistina
* Electrical — Cafeteria - front
Carpentry
Plumbing — * Mr. Edstrom (Cafeteria) -rear

Refrigeration and Air Conditioning (Room 111)
Mr. Lynn

Major Appliances
Repair & Installation (Room 113) Mr. Partee

Health Occupations (Room 110) Mr. Tobin
Dental Assistant
Practical Nursing

Marine Maintenance (Room 119) Mr. Eiseman

Electronics (Room 128) Mr. McElroy
Radio & TV

Food Occupations (Room 109) Mr. Jenkins
Baking
Catering

Special Office Occupations (Room 129)
Data Processing — Mr. Havelock
Computers
Retail business management

Office Machine Repairs (Room 118)
Mr. Schorer

Agricultural Occupations (Room 127)

Appendix I.5 - Success of Program reprinted from Uniondale Beacon, Thursday, February 10, 1972.

UHS JOB NIGHT BIG SUCCESS: On one of the most miserable nights we've had this year, the Little Theatre at Uniondale High School was filled to capacity with young people and their parents, there to investigate the many learning experiences available to them at this first annual Job Opportunities Night. School Board member Arthur Crowe, whose children are in grade school and 7th grade, was also present.

A special thank-you is due each of the occupational experts who made themselves available to our students: Mr. Gramet (Automotive Occupations), Mr. Polistina and Mr. Edstrom (Construction), Mr. Lynn (Refrigeration & Air Conditioning), Mr. Partee (Major Appliance Repair), Mrs. Tobin (Health Occupations), Mr. Eiseman (Marine Maintenance), Mr. McElroy (Electronics), Mr. Jenkins (Food Occupations), Mr. Havelick (Office Occupations), Mr. Schorer (Office Machine Repairs), Mr. Schmid (Agricultural Occupations - a big favorite apparently), Mr. McGinley (Graphics), Mr. Noack (Aircraft Maintenance), and Mr. Zupnick (Heating & Ventilation). Thanks too to Outreach Team Leaders Morris Bangel and Mrs. Hervie Madison who arranged for their attendance.

Mr. Bangel was lavish in his praise of the UHS PTA, expecially President Pauline Braver and Continuing Education Chairman Helen Pilchner for their interest in supporting the Guidance Department in making this experience available. So say we all.

Appendix I.6 - P.T.A. Letter

Uniondale High School, P. T. A.
GOODRICH STREET
UNIONDALE, N. Y. 11553

February 6, 1972

Mr. Morris Bangel
BOCES Outreach Program
at Uniondale
Uniondale H. S.
Uniondale, N. Y. 11553

Dear Mr. Bangel:

On behalf of the Uniondale High School PTA, may I say thank you to you and to Mrs. Madison for the fabulous "Career Opportunities" program held February 8, 1972.

We have heard such marvelous comments about the evening from parents, students, administration and staff.

The workshops were well received, and we wish to extend our thanks, too, to the people who ran the workshops. We hope they were as satisfied with the evening as we were.

The cooperation we received from you and your group was "above and beyond", and for that reason we look forward to working with your dedicated group again.

Yours truly,

UNIONDALE HIGH SCHOOL PTA

Pauline Braver

Mrs. Milton Braver,
President

F.S. I am enclosing about a dozen copies of the publicity we sent out, should you wish to have them for your files.

Appendix J

Roosevelt Junior-Senior High School
ROOSEVELT, NEW YORK 11575
FRexport 8-7302

Office of the Principal

JOE L. FARMER
CHARLES HOLMAN
PHILLIP SMITH

April 17, 1972

Mr. Frank Russo
BOCES
125 Jericho Turnpike
Mineola, New York

Dear Mr. Russo:

I am sorry I did not have an opportunity to talk to you when you were in the school last month. However, I am sure that Mr. Smith and Mr. Neary extended to you my sentiments regarding the program. I was enthused with it from the beginning and remain so.

I believe the program serves a tremendous need in the Roosevelt community and hope will be recycled for next year.

The personnel who were working with us through the program were of the highest caliber and successful in significant implementation of the program. I feel, however, there is still a long way to go and we have not reaped all the benefits that a program such as this can offer.

Both for the student body and myself, I wish to extend my appreciation for this opportunity to participate in the program.

Sincerely,

Joe L. Farmer
Principal-in-Charge

MF:nc

Appendix K

OFFICE OF PUPIL PERSONNEL SERVICES
UNION FREE SCHOOL DISTRICT NO. 2
UNIONDALE HIGH SCHOOL
UNIONDALE, NEW YORK 11553
485-9800

FRANK A SAWICKI
Director

ATTENDANCE
GUIDANCE
HANDICAPPED
HEALTH SERVICES
PSYCHOLOGICAL SERVICES
SPEECH — HEARING

February 16, 1972

Mr. Frank Russo
Supervisor, Occupational Education
Board of Cooperative Educational
Services (BOCES)
125 Jericho Turnpike
Jericho, New York 11753

Re: BOCES Outreach Program

Dear Mr. Russo:

To date we have had the pleasure of having Mrs. Mervie Madison and Mr. Morris Bangel in the BOCES Outreach Program in Uniondale.

The response to this project has been most favorably received and anyone connected with it has already asked that it be re-cycled for next year.

1. The "Job Opportunities" night on February 3, 1972, brought out 150 parents to visit with one or more of the fourteen career fields represented. This program was received overwhelmingly by the parents, students and staff and should be continued as an annual function.

2. The supplementary counseling afforded the students who lack career goals is proving to be helpful to the students to work toward raising their aspirational level.

3. A "career of the month" display is set up in the high school library and on the bulletin board outside of the high school guidance office. Students and visitors alike stop to review it and a number of students have been perusing the materials on careers as well as investigating them more thoroughly.

4. Classroom visits have been made in the high school. Self-referrals have resulted as of this.

5. It is estimated that the number of students who plan to follow a vocational program will double.

6. The staff has also provided the existing teaching and guidance staff with career information provided by the so-called "experts" in the field.

We believe that this project has been meeting its objectives and do hope that it will be continued for at least another year. Should funds be avilable we would like to direct the program objectives towards the junior high level at the time when students are beginning to explore various career fields in order to help them achieve and participate in the decision-making process.

We would deeply appreciate the possibility of continuing this project for another school year and anything that you do to make it possible.

Sincerely,

Frank Sawicki

FS:dc

Frank Sawicki

Appendix L

MANHASSET PUBLIC SCHOOLS

MANHASSET, NEW YORK 11030

RECEIVED
MAR 3 1972
Board of Cooperative Educational Services
Division of Occupational Education

Guidance Office
High School
Memorial Place

March 1, 1972

Mr. Francis J. Russo
Board of Cooperative Educational Services
Division of Occupational Education
125 Jericho Turnpike
Jericho, New York 11753

Dear Frank:

As you know, Manhasset High School is one of the schools involved in the BOCES "Outreach" program. Because we are approximately half way through the program, I thought that it might be appropriate to make a few comments at this time.

The two BOCES counselors, Mrs. Ferebee and Mr. Bangel, are beginning to work effectively with groups of students, teachers and counselors. They have been quite helpful in gathering material for students and teachers as well as suggesting techniques to counselors for using available material and resources.

I do feel that the one year pilot program will not be sufficient time to effectively evaluate such an endeavor. It has taken one-half year for the BOCES staff to become oriented as well as for them to orient the Manhasset staff and begin to meet with groups of students and parents and individual students and parents.

A second year would seem to be necessary in order to have the BOCES people work with the guidance staff, suggesting new approaches, techniques, curriculum revisions, etc.. This could not be done in one year. It may be possible to extend the program for one-half year rather than a whole year.

Some other thoughts come to mind. If BOCES can not fund the program for another year, monies might be available to develop an extensive resource center that would house Career and Occupational information, material etc. I believe that there are plans in this direction.

Another suggestion that BOCES might consider is the establishment of mini courses in which students could explore or investigate career fields for 8-10 week periods. Most local high schools are moving in this direction with the individualization of instruction. And mini courses offered by BOCES might be an excellent supplement and meet the needs of many more youngsters than are now being met by the BOCES vocational program.

Sincerely,

George Singhel
Director of Guidance Services

GS:bh
Encl.

DR. ROBERT M. FINLEY
SUPERINTENDENT OF SCHOOLS

GLEN COVE PUBLIC SCHOOLS

DOSORIS LANE, GLEN COVE, NEW YORK 11542 —— OR 1-4500

September 28, 1972

Mr. Francis J. Russo
Supervisor, Occupational Education
Board of Cooperative Educational Services
125 Jericho Turnpike
Jericho, New York 11753

Dear Mr. Russo:

In respect to the "Outreach" program which was operating in our High School last year, may I say that this program offered most beneficial services in the area of guidance and particularly to students who needed and deserved further information and counseling about Career Education and opportunities. Because of the most qualified people in "Outreach", not only our students benefited, but also our guidance staff and faculty.

We are looking forward to another rewarding year with "Outreach". We are certainly appreciative of this BOCES opportunity, and I congratulate BOCES for their insight in developing this program.

Sincerely,

Robert M. Finley
Superintendent of Schools

RMF:f

RECEIVED
SEP 29 1972

Appendix M

SUMMARY OF OUTREACH CAREER DEVELOPMENT PROGRAM ACTIVITIES IN ROOSEVELT HIGH SCHOOL - OCTOBER 1971 THROUGH MAY 1972

1. Introduction of Outreach Program through meetings with Administrative Assistant, Guidance Chairman, Principal, Entire Guidance Department, All Department Chairmen and Librarian.

2. Health Careers selected as CAREER OF THE MONTH.

3. Bulletin Boards set up inside and near the Guidance office, in the library, and posters placed around the building featuring the CAREER OF THE MONTH.

4. Meeting with New York State Employment Service Counselor assigned to Roosevelt.

5. Announcement of Outreach program to students over school P.A. System.

6. Visits to all of the 11th grade Social Studies classes to present the program to students.

7. Announcement over local radio station of Outreach Program, of our participation in college night at the high school.

8. Preparation and distribution of flyers for parents and students, describing Outreach aims.

9. Speaker at college night along with representatives from NSFNS Nassau Community, & Farmingdale.

10. Two conferences for students interested in Health Careers

    10.1 - Local Doctor & Nurse

    10.2 - Representative from the Training Division of L.I. Jewish Medical Center non-professional medical careers.

11. Survey of staff attitudes regarding BOCES Occupational Education and BOlCES Outreach Program.

12. Conference on current status of Outreach with High School Administrator, Guidance Chairman, Outreach Counselors, and BOCES Supervisors.

13. Individua' and group counseling of students through self-referrals and counselor referrals.

14. Frequent conferences with staff regarding individual students.

15. Preparation and distribution of Career Charts covering varied levels of training related to the areas covered through CAREER OF THE MONTH.

    Health, Construction, Business, Graphics, Travel

Roosevelt H.S.

16. Trips for individual students to BOCES County Center.

17. Inclusion of school counselors in workshop "Diagnostic Uses of the Dictionary of Occupational Titles", at New York State Employment Service Hicksville Office.

18. Visits to all of the 9th and 10th grade Social Studies Classes for orientation to the Outreach Program.

19. Developmental Career Awareness Unit: 5 sessions with a 10th grade Social Studies class, followed by individual interviews.

20. Meetings with P.T.A. President to propose series of evening meetings with groups of parents in their homes.

21. Work with the Roosevelt High School Career Awareness Day Committee.

22. Submission of individual student contact sheets and summary of Outreach activities to Guidance Department.

OUTREACH CAREER AWARENESS PROGRAM
SUMMARY OF ACTIVITIES IN MANHASSET SCHOOL DISTRICT

OCTOBER 1971-May 1972

Administration

- Letter sent to Superintendent requesting appointment for presentation of Outreach Program.
- Meeting held with Assistant Superintendents and Director of Pupil Personnel Services.
- Progress Report: Meeting with Director of Pupil Personnel Services, Outreach counselors, Supervisor & Consultant of BOCES Occupational Education.

Faculty

- On-going meetings with Director of Pupil Personnel Services.
- Follow-up with Department Chairman.
- Follow-up with individual faculty.
- Conferences: High School & Junior High School Principals & Assistants.
- On-going conferences with Social Worker, Psychologist, High School & 8th grade counselors.
- Follow-up meeting with Social Studies Department Chairman.
- Follow up meeting with English Department Chairman.
- Meetings with A.V. Coordinator.
- On going meetings with Art Teacher.
- On-going meetings with Junior High School Librarian.

Group Guidance

- Four 10th grade English classes.
- Two 10th grade Science classes.
- 8th grade level English classes.
- 12th grade Art class: Occupations in Art.

Field Trips

- 12th grade Business class, County Center.
- 9th grade Social Studies class, Northeast Center.
- Entire 8th grade level class for Group Guidance, classes, Northwest Center 160

Manhasset

- Group Guidance classes, Northwest Center (Two 10th grade English classes).

- Counselor and group of 10 selected students visit to Northwest Center (a.m.)

- County Center (p.m.)

-

Individual Counseling

- Referral by Home school counselors, teachers, 8th grade counselor, psychologist, Junior High School Principal, Assistant principal, teachers, and self-referrals.

- At least one individual counseling session as a follow-up from group guidance classes.

Community

- Community leaders and Social Worker: (presentation of Outreach Program)

- Trip to BOCES centers by parents of 8th grade students.

- 9th grade level parent's meeting-presentation and discussion of Outreach in relation to students high school program.

- Materials made available for 11th grade level parents meeting.

- Parents conferences held in relation to career goals of their children.

Publicity

- Community and School wide newspapers - Manhasset Mail & Schools in Action.

- Student News bulletin

- Faculty News bulletin.

Miscellaneous

- Outreach counselor filled in for outside speaker for 12th grade independent study group.

OUTREACH CAREER AWARENESS PROGRAM
SUMMARY OF ACTIVITIES IN UNIONDALE SCHOOL DISTRICT

OCTOBER 1971-May 1972

A. Senior High School

1. Orientation to the Outreach Program through meetings with Pupil Personnel Services Director and Guidance Chairman, Entire Guidance Staff, Principal and Chairmen of all departments, English Department.

   Assembly for 10th graders: Introduction of Outreach Counselors and film shown "Where The Action Is".

2. Flyers distributed to students announcing visits to 10th grade English classes by Outreach Counselors.

3. Outreach Counselors visit all 10th grade English classes to explain the program and what it hopes to accomplish.

4. Self-referrals during class visits, for the purpose of individualized Career Exploration.

5. Graphic Industry selected as first CAREER OF THE MONTH.

6. Additional Occupational Areas covered through CAREER OF THE MONTH, Health, Construction, Home Economics, Business, Travel.

7. Preparation and distribution of charts covering varied levels of training related to the above Occupational areas.

8. Bulletin Boards set up near Guidance Office and in the Library.

9. Library-Display table set up with books covering various Career areas throughout the year.

10. Individual and Group Counseling of students referred by School Counselors as well as self-referrals.

11. Meeting with Mrs. Braver, P.T.A. President, to discuss introduction of program to parents.

12. Coffee klatch in home of P.T.A. President with members of the Executive Board, to plan series of such meetings, to acquaint parents with BOCES Programs and with Outreach.

13. Inclusion of school counselors in Workshop "Diagnostic Uses of the Dictionary of Occupational Titles", at New York State Employment Office, Hicksville.

14. Working with students from the Home Economics Department on a program on Careers related to Home Economics.

Uniondale

15. Frequent conferences with staff regarding individual students.

16. Writing: Announcements for the P.T.A. regarding the program activities, Articles for other news media, Descriptive materials for student circulation.

17. Scheduling Career Conference for students interested in the Graphic Industry.

18. Meeting with Industrial Arts Teachers to involve them in the Conference.

19. Conference on current status of Outreach with Pupil Personnel Director, Outreach Counselor, and BOCES Supervisors.

20. Conference with P.T.A. representatives to plan for JOB OPPORTUNITIES NIGHT.

21. JOB OPPORTUNITIES NIGHT involving 150 parents and 15 BOCES teachers.

22. Survey of staff attitudes toward BOCES Occupational Education and Outreach Program.

23. Participation in School Counselor Initiated activities:
Career and College Planning Assembly for 11th graders
Career and College Planning Conference for Parents of 11th graders.

24. Developmental Career Guidance Unit: 6 sessions with a 10th grade class, followed by individual interviews.

25. Meeting with Adult Education Counselor to discuss program implications for Adult Education students.

26. Conference with the Guidance Department to discuss methods, findings, strengths, weaknesses, and recommendations for this year's program, and to plan for 1972-73.

27. Submission of individual student contact summary sheets to school counselors.

B. Two Junior High Schools

1. Explanation of Outreach Program through meetings with Principals, Guidance Chairman, Principal's Advisory Committee, all Department Chairmen.

2. Meetings with Guidance Department to demonstrate "Diagnostic Uses of the Dictionary of Occupational Titles".

3. Speaking to all 9th grade English classes about Career Exploration

4. Group Guidance with two 9th grade English classes.

5. One 9th grade English class visit to County Center.

6. Speaking to a 7th grade English class in response to letters from them asking about BOCES Occupational Education Programs.

OUTREACH CAREER AWARENESS PROGRAM
SUMMARY OF ACTIVITIES IN THE GLEN COVE SCHOOL DISTRICT

October 1971 - May 1972

Administration

- Meeting with Superintendent, H.S. Principal, Guidance Director & Director of Special Program.

- Follow-up meeting with H.S. Principal, Assistant Principals, Guidance Director and Staff for presentation and clarification of programs to be implemented.

- Progress Report: Meeting with Superintendent, Director of quidance, Outreach counselors, Supervisor and Consultant of BOCES Occupational Education.

Faculty

- Presentation to full faculty.

- Follow-up meeting with Department Chairman-

- Follow-up meeting with individual faculty (I.A., Science, English, Social Studies)who had requested more information on developing a program for a particular class or department.

- Conferences with Nurse, Psychologist, Community-school organizer Reading Coordinator, Librarian, to acquaint above with Outreach Program, encourage cooperation and ascertain attitudes toward Occupational Education, BOCES and Outreach.

Group Guidance

- Orientation of 12th grade business class to acquaint students with the purpose for the field trip to BOCES and what to look for.

- Two 9th grade social studies classes to develop occupational awareness.

- Two 10th grade social studies classes to encourage students to explore careers.

- Introduction of all 9th grade English classes to Careers & Occupations through use of films.

- Follow-up session for discussion and summarizing of those points covered in the introductory session.

- Presentation to Home Economics class by Team Leaders.

Glen Cove

Field Trips

- 12th grade business class to County Center.
- 9th grade social studies class to Northeast.
- Four 10th grade social studies classes to County Center.
- 10 students referred by counselors for trip to County Center.

Individual Counseling

- Referrals by Home-school counselors, teachers, assistant principal, and self-referrals.
- Selected students for GATB.
- At least one follow-up session for students from Group Guidance classes.

Community

- Meetings with Youth Center Director and Co-director.
- Conference with P.T.A . Presidents and Vice-President.
- Coffee Klatch High School, P.T.A. Board to Northeast Center and County Center for lunch.
- Outreach counseling was available for counseling during Adult Education registration.
- Conference with School Community coordinator. Outreach Career Ladder Sheets and other materials made available to above person.